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DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 270 576 CE 044 509

Conklin, Nancy Faires; Hurtig, Janise
Making the Connection: A Report for Literacy Volunteers Working with Out-of-School Youth. Revised Edition.
Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 86
NOTE- 107p.; Portions of the document contain small print.
GRANT- G008410027
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Dropout Characteristics; Dropout Programs; Dropout Research; *Dropouts; *Literacy Education; Models; *Out of School Youth; *Outreach Programs; Program Development; *Program Implementation; Volunteers

This report for individuals and organizations engaged in literacy outreach activities explores a youth agency-based, social service professional-facilitated strategy for reaching out-of-school youth. Chapter I describes the growing problem of school dropout. Chapter II synthesizes governmental and scholarly studies of youth and schooling, reporting findings on the numbers and identity of early school leavers and their social and economic prospects. Various analyses of dropouts' attitudes toward schooling and reasons for leaving are reviewed. In Chapter III, descriptions of youth life--in alternative educational programs, in the labor force, as heads of households, and on the streets--are offered. Chapter IV reviews literature findings about dropouts' actual skill levels and explores actual functions of literacy in the youth street culture. Chapter V outlines the advocated intervention strategy, which draws on two critical perspectives: the functional approach to literacy training developed by adult educators and based on use of materials of immediate interest and use to the learner and youth service workers' approaches to working with out-of-school youth. Chapter VI is an annotated listing of reports, teaching materials, and other resources for youth literacy program developers. (YLB)

ED 270 590 CE 044 531

Make the Most of Your Opportunities. A Guide to Postsecondary Education for Adults with Handicaps.

American Council on Education, Washington, DC. Higher Education and the Handicapped Resource Center.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 85
NOTE- 9p.
CONTRACT- 300-80-0857
GRANT- G0084C3501
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; Admission (School); Admission Criteria; Adult Students; College Admission; *Disabilities; Eligibility; Exceptional Persons; Guidelines; *Mainstreaming; *Normalization (Handicapped); *Postsecondary Education; Resources; Self Actualization; Self Care Skills; Self Evaluation (Individuals); Student Personnel Services; Vocational Rehabilitation

This guide has been prepared to help disabled students of all ages who are thinking about continuing their education after high school. It is based on the experiences of students with handicaps in postsecondary education, and contains practical suggestions designed to assist disabled persons in managing their daily challenges as they continue their education. Topics covered in the narrative part of the guide include the following: self-advocacy, planning ahead, looking for the best school, admissions, services available, arranging for necessary services, vocational rehabilitation services, support groups, and independent living. A list of resources for students considering postsecondary education and a list of HEATH (Higher Education and the Handicapped) publications conclude the guide. (KC)

ED 270 604 CE 044 552

Berton, Fabienne

Reintegration of Adults into the Continuing Vocational Training System as a Means of Preventing Unemployment. Belgium, France, Italy.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-3699-8
PUB DATE- 83
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; Continuing Education; Employment Problems; *Employment Programs; *Foreign Countries; Job Training; *Labor Market; Labor Needs; Labor Supply; Public Policy; *Retraining; *Unemployment
IDENTIFIERS- Belgium; *Europe; France; Italy

This comparative study is intended to shed light on how vocational training is recognized and used as an instrument to mitigate the grave employment problems now facing all the countries of Europe. The three countries--Belgium, France, and Italy--are examined successively on the basis of a virtually identical approach. Each chapter begins with a description of the labor market, providing information on the main characteristics of employment and unemployment in recent years, the functional specificities governing the labor supply and demand, and the manifestations of public intervention (employment policy, training policy, and relevant public institutions), from which it can be determined if there is evidence of a preoccupation with the prevention of unemployment. This descriptive survey is followed by two sections examining collective and individual training measures that might be regarded as contributing toward unemployment prevention. The final section in each chapter examines the development prospects for training to prevent unemployment in light of the situation prevailing in the country and the degree to which the debate on this notion has developed. The report focuses only on training measures offered to lower- and medium-level personnel (skilled and unskilled manual workers and employees). (YLB)

ED 270 617 CE 044 567

Lewis, Ann E. M.
Descriptions of the Vocational Training Systems. United Kingdom. Third Edition.
European Centre for the Development of Vocational Training, Berlin (West Germany).

PUB DATE- 85
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Disabilities; *Educational Administration; *Educational Finance; *Educational History; Ethnic Groups; Females; Foreign Countries; Minority Groups; Postsecondary Education; Secondary Education; Unemployment; *Vocational Education
IDENTIFIERS- *United Kingdom

This study describes the United Kingdom's education and training system, which is a combination of facilities provided in England, Scotland, Wales, and Northern Ireland, each of which has its own special features but all of which have much in common. Section I gives such background information about the United Kingdom as geographical features and demography. An account of the historical development of education and vocational training is found in section II. Section III shows how the system is financed and how the responsibility for administration is allocated. School education from preschool to age 16 is described in section IV. Section V provides a description of the different institutions of higher and further education, the vocational courses at all levels that are offered, and some information about the independent examining bodies and the qualifications they award. Section VI focuses on training for special groups--unemployed adults and youth, disabled individuals, ethnic minorities, and women. Section VII looks at some of the developments that are likely to take place in the future. Appendix I is an explanation of terms. Appendix II contains a list of addresses from which information on the education and training system might be obtained. A list of abbreviations is given in Appendix III. (YLB)

ED 270 630 CE 044 590

Stone, James R., III; Wentling, Rose Mary
Stages of Business Development and Job Generation in Wisconsin. Report Prepared for the Wisconsin Strategic Development Commission.
Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.
PUB DATE- 1 Mar 85
NOTE- 71p.; Portions contain small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business; *Economic Development; Employer Attitudes; *Entrepreneurship; Influences; Job Development; Models; *Small Businesses; Surveys; Vocational Education
IDENTIFIERS- *Wisconsin

This report provides a conceptual model of how a business develops and grows in Wisconsin and results from a survey of entrepreneurs. Part I provides the background and develops the conceptual model. It defines small business, discusses entrepreneurial characteristics, describes stages of business development, and considers barriers encountered by small business, including difficulty in obtaining capital, management difficulty, government regulations, taxes, obtaining technical assistance, and being female or a minority. A conceptual model of business development is then presented. Each stage in the two phases--pre-venture phase and venture phase--is discussed. Part II presents the results of a survey of nearly 300 entrepreneurs and potential entrepreneurs addressing their perceptions of problems and barriers to business entry and growth. Data are cited that suggest that characteristics related to the individual entrepreneur are the primary barrier to initiating a business venture, while the availability of capital resources are secondary. Analyses of other data show that firms more likely to express the expectancy to generate jobs are positively associated with higher scores on the expansion stage, negatively associated with higher scores on the maintenance stage, and more likely to be male-owned or male-managed. (Seven figures and 12 tables are provided.) (YLB)

ED 270 643 CE 044 618

Grayson, Barbara Ann
A Study of the Office Assistant Program in Oklahoma. Executive Summary.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater.

PUB DATE- Dec 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Business Education Teachers; *Business Skills; *Clerical Occupations; Employer Attitudes; Employment Qualifications; *Job Skills; Office Occupations; *Office Occupations Education; *Personnel Needs; Postsecondary Education; Regional Schools; School Surveys; Secretaries; State Surveys; Teacher Attitudes; Vocational Schools; Work Attitudes
IDENTIFIERS- Oklahoma

A study, part of a doctoral dissertation at Oklahoma State University, identified those clerical occupations that fall within the realm of the office assistant program. It also determined from employers major concerns and problems encountered in terms of employee performance in selected occupations. Phase I collected data from 22 instructors of Office Assistant Programs at area vocational schools in Oklahoma. The 22 occupations that were identified most often by the instructors as ones in which they provided training became the list of occupations of reference with the employers. The 77 employers were identified by instructors as hirers of graduates of their programs. Employers identified occupations for which they had positions, the one occupation that caused them the greatest concern, and specific skills and qualities of concern within that occupation. The secretarial occupation was indicated by employers as causing the greatest concern. Specific employer concerns were employees' grammar, punctuation, spelling, and vocabulary. Another major concern was time management. Basic skills and work attitudes were primary attributes sought by employers rather than new technology trends. Recommendations were that business educators should emphasize skills sought by employers and should generate occupational awareness of skills and qualities needed for success. (Survey instruments are appended.) (YLB)

ED 270 656 CG 019 109

Heiby, Elaine M.; And Others
Cross-Validation of the Self-Motivation Inventory.

PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aerobics; Anxiety; Depression (Psychology); *Exercise; *Locus of Control; *Motivation; Reinforcement; *Self Control; *Test Validity
IDENTIFIERS- *Self Motivation Inventory

Because the literature suggests that aerobic exercise is associated with physical health and psychological well-being, there is a concern with discovering how to improve adherence to such exercise. There is growing evidence that self-motivation, as measured by the Dishman Self-Motivation Inventory (SMI), is a redictor of adherence to regular exercise. Since self-motivation may be amenable to skills training, it is important to understand what skills constitute self-motivation. A study was conducted to identify correlates of self-motivation in a group of persons enrolled in a marathon clinic. Volunteers (N=220) involved in a 9-month adherence study completed the SMI, Heiby's Frequency of Self-Reinforcement Questionnaire, Wallston's Health Locus of Control Scale, Zung's Self-Rating Depression Scale, Speilberger's State-Trait Anxiety Inventory, and an exercise scale. The exercise scale assessed enjoyability of exercise, perceived ability to exercise, current exercise habits, motivation to exercise, education, and physical characteristics. The results provide concurrent and construct validity support for the SMI. It was found that scores on the SMI were positively related to measures of self-reinforcement and internal locus of health control, and negatively correlated with the adverse emotional states of anxiety and depression. If self-motivation is amenable to skills training, norms for the SMI must be developed so that persons with low self-motivation skills can be identified for training in an attempt to enhance compliance to a prescribed activity. A three-page list of references concludes the document. (NB)

ED 270 670 CG 019 123

Ortiz, Elizabeth T.
A Fractional Factorial Design Approach to Examining the Relative Importance of Five Factors in the Definition of Disability.
PUB DATE- May 84
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; College Students; *Definitions; *Disabilities; *Economic Factors; *Evaluation Criteria; Higher Education; *Lay People; Sex Differences; *Social Influences

Programs which provide income maintenance to disabled persons of working age are experiencing rapidly growing enrollments and rising costs. Changes in the definition of disability are thought to be a contributing factor. A review of existing income programs for the work-disabled indicated that social and economic factors were used increasingly in disability determinations. In this study, five factors (functional limitation, age, occupation, sex, and education) were selected for study of their importance to lay persons in the definition of disability. College students (N=108) assigned levels of disability benefits appropriate for fictional applicants for public assistance disability benefits described in vignettes. Subjects used a scale ranging from not eligible to eligible for permanent lifetime benefits. The study used a factorial design to examine the relative importance of the five factors. Four of the five factors studied were found to exert important independent influences on the determination of disability. Functional limitation was of greatest importance, followed by age, occupation, and education. Sex had no significant impact. These results support the view that lay opinion sees disability as a condition defined by factors other than functional limitation. Further research might examine other factors which may also influence lay determinations of disability. (ABL)

ED 270 684 CG 019 139

Age Words: A Glossary on Health and Aging.
National Inst. on Aging (DHHS/NIH), Bethesda, MD.

REPORT NO.- NIH-86-1849
PUB DATE- Jan 86
NOTE- 61p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-062-00138-3, $2.00, 25% discount on more than 100).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Adult Development; *Aging (Individuals); *Definitions; Females; *Gerontology; *Glossaries; Health; Medicine; Mental Health; *Older Adults; Research; Social Services

This document contains a glossary which defines 275 basic terms frequently used by gerontologists. The glossary is designed for use by a general population, including older persons and their families, students in the field of aging, librarians, medical reporters, health care providers, and others interested in older persons. It was developed to provide a single resource that defines terms used in the field of aging. Common terms used in research and health care are emphasized. Related terms are grouped alphabetically under nine subject categories: (1) aging; (2) research on aging; (3) the body; (4) medicines and drugs; (5) medical problems; (6) women; (7) mental health; (8) social programs and services; and (8) medical specialties. Also included are a table of contents, an index of terms, and a brief introduction. (NB)

ED 270 698 CG 019 155

Benjamin, G. Andrew H.; And Others
Psychological Distress in Law Students and Lawyers.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Depression (Psychology); *Emotional Adjustment; Higher Education; *Law Students; *Lawyers; *Legal Education (Professions); Psychological Evaluation; Sex Differences; *Well Being

The anecdotal literature suggests that the process of legal education impairs the maintenance of emotional well-being in law students. This study examined the emotional well-being of subjects (N=706) before, during, and after law school. Data were collected using four standardized self-report instruments including the Brief Symptom Inventory, Beck Depression Inventory, Multiple Affect Adjective Checklist, and Hassle Scale. A cross-sequential design permitted determination of longitudinal or cohort effects. The results revealed that, prior to law school, subjects expressed psychopathological symptom responses that were similar to the normal population. During law school and after graduation, symptom levels were found to be significantly elevated from those of the normal population. Elevated symptom levels increased as law students continued through law school and did not lessen in the first 2 years of practice after graduation. Further research could examine aspects of distress such as excessive workloads, high student/faculty ratios, and unbalanced development of intellectual skills at the expense of interpersonal skills. (ABL)

ED 270 712 CG 019 169

A Community Response to a Crisis. The Effective Use of Detention and Alternatives to Detention in Jefferson County, Kentucky.

Illinois Univ., Champaign. Community Research Center.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Dec 83
NOTE- 12p.; For related documents, see CG 019 166-170.
CONTRACT- J-012-81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Correctional Institutions; *Crime; Criminology; *Criteria; Delinquency; *Juvenile Courts; Law Enforcement; *Local Legislation; Prisoners; Youth Problems
IDENTIFIERS- *Detention; Kentucky (Jefferson County)

Jefferson County, Kentucky youth detention practices were studied after alleged incidents of physical and sexual abuse. For many years juvenile detention practices had been the subject of local controversy. Strict, objective, and specific criteria for detention were implemented on a trial basis. These criteria described specific crimes or conditions under which a youth was to be detained. Additionally, social workers (N=33) responsible for direct service in alternative programs were interviewed about their programs to determine their effectiveness. This study sought to determine whether implementation of the criteria was a safe and effective method of reducing secure pretrial detention by asking first, whether more youths were arrested again after implementation than before implementation, and secondly, whether more youths failed to appear for trial after implementation than before implementation. Youths (N=425) referred to the detention center before implementation and youths (N=380) referred after implementation were studied. Findings showed that, following implementation, detention was reduced significantly without a significant threat to the community. Numbers of youths detained were reduced by 50% with an insignificant increase in repeat arrests and only a 4% increase in failure to appear for court date. Recommendations included changing from "mandatory hold" to "mandatory release" guidelines, use of a detention screening form, and continued support for alternative programs. (ABL)

ED 270 726 CS 008 469

Romano, Barbara Lynn
The Effect of Reading Automaticity on the Comprehension of High School Sophomores.
PUB DATE- May 86
NOTE- 34p.; Requirement for a Master's degree, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; Grade 10; High Schools; *Reading Achievement; *Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Research; Reading Skills; *Remedial Reading; Training Methods; *Word Study Skills
IDENTIFIERS- *Automaticity Training

Automaticity training was provided to an experimental group of eight high school sophomores whose reading achievement fell below the seventy-fifth percentile on the New Jersey Minimum Basic Skills Test to determine the effect of such training on reading comprehension. The 16 subjects (experimental and control groups) were pretested using the Gates MacGinitie Reading Comprehension Test, Level F, Form 1. Automaticity training involved the use of "An Adult Reading Writing Vocabulary: Phoneme Grapheme Experiences from the Grid System," and included concentrating 20 minutes per day on words considered to contain only one easily identifiable vowel sound and words considered to contain two or more syllables. The control group received instruction in a developmental curriculum, while the experimental group received instruction in the regular curriculum plus automaticity training for seven weeks. Posttest results indicated that the effect of automaticity training on reading comprehension achievement was not significant. (A section of related research on reading automaticity is included.) (HOD)

ED 270 741 CS 008 496

Sertny, Michael Lee; Dean, Raymond S.

Interspersed Post-Passage Questions and Reading Comprehension Achievement.

PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 2; Primary Education; *Questioning Techniques; *Reading Comprehension; *Reading Instruction; Reading Programs; *Reading Research; *Reading Strategies
IDENTIFIERS- SRA Achievement Series

A study investigated the differences in comprehension among 54 second grade students of differing reading abilities who either did nor did not receive basal reading instruction with interspersed postquestions, using the same reading series. Two factors, entering reading level and use of interspersed postquestions, were combined factorially to form six experimental groups. The dependent variable was the children's score on the comprehension subtest of the SRA Achievement Series. Results showed that while questioning instruction had little effect on the above average reader, both average and below average readers made significant gains in comprehension when instructed in the use of postpassage questions. Students, therefore, must develop a strategy for dealing with textual material and so must be provided with experience in using a questioning strategy. This approach may begin to help students internalize a strategy that will offer them the skills necessary for independent reading. (Tables provide a common lesson format for teaching and for means and standard deviations on the SRA criterion measure, while a figure illustrates interaction of dependent measure by reading ability groups.) (SRT)

ED 270 756 CS 209 780

Ornatowski, Cezar M.
Readings for Writers: Composition Readers, Discourse Studies, and the Reading-Writing Connection.
PUB DATE- 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Connected Discourse; Content Analysis; Critical Reading; Cultural Context; *Discourse Analysis; Higher Education; Literary Criticism; *Reader Text Relationship; *Reading Writing Relationship; *Rhetorical Criticism; *Writing Processes; Writing Skills
IDENTIFIERS- *Text Factors; *Text Structure; Writing Models

A text is the locus of many intersecting processes, the origins, character, and operative principles of which should be the main focus of its discussion in a writing class. These processes can be classified into the four major components of the communicative act: the writer, the reader, the social conditions of communication, and the historical and rhetorical context. In terms of process, a text records the writer's decisions, but students need guidance in making these rhetorically, contextually motivated choices. Text analysis in a writing class should focus critical attention on systematic relationships, ordering principles, and schemata, while critical reading of a text should lead students to an awareness of the interpretive conditions that our community imposes on a text. Composition readers tend to ignore the "writing" of the text, or its working. A review of some popular composition readers in light of current discourse studies and text theory revealed that the majority do not reflect, except sporadically, recent advances in these fields and that they operate on static, nonrhetorical conceptions of the text and on aesthetic and normative assumptions about the role of sample readings in composition class. (SRT)

ED 270 770   CS 209 818

Neuwirth, Kurt; And Others
The Effect of "Electronic" News Sources on News Production.
PUB DATE- Aug 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; *Electronic Publishing; Higher Education; Information Dissemination; *Information Services; Information Sources; Journalism; News Media; *Newspapers; *News Reporting; *Telecommunications; Videotex
IDENTIFIERS- *News Sources; University of Wisconsin Madison

A study examined the effects of technological change on news production, particularly the introduction of an electronic press release service (as opposed to the mailing of paper copy news releases) to two newspapers in Madison, Wisconsin in late 1984. A content analysis of 309 news releases generated at the University of Wisconsin's news service was conducted during March and April 1984 (before electronic transmittal began) and again during March and April of 1985. Results showed that only four of nine news value attributes significantly predicted news release publication, but the specific mention of uniqueness in a release decreased the likelihood of publication. The percentage of timely news stories increased, and the proportion of news releases used increased, though not significantly. But, contrary to expectations, the average word length of news service stories increased. The major findings of this study were that electronically transmitted stories selected by the newspaper received less substantive editing than did stories selected under the traditional "hard copy" system, and that the reduction in substantive editing was most pronounced for stories low in news value. Although several hypotheses were rejected, the overall thrust of the study appears to support the suggestion that structural change in story delivery results in the modification of the journalist's behavior. (Tables of findings are included.) (SRT)

ED 270 785 CS 209 855

Danielson, Kathy Everts
Death: Realism in Children's Books.
PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (13th, Minneapolis, MN, November 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; *Books; *Childhood Attitudes; *Childrens Literature; *Death; *Didacticism; Elementary Education; Grief; Reading Materials

In the past, books for children treated death fearfully, morbidly, and didactically, but now children's literature treats death in a more realistic manner and is sensitive to its emotional aspects. Current theories suggest that children perceive death differently at various ages. G. P. Koocher (1973) used J. Piaget's cognitive stages as the basis for a theory of the development of children's feelings about death. M. Nagy (1959) proposed three conceptual stages of children: death as sleep, death as permanent, and death as permanent and universal. E. Kubler-Ross (1969) identified five stages that occur when one is confronted with death: denial and isolation, anger, bargaining, depression, and acceptance. The overall theme of death in children's books can be divided topically into pets, parents, grandparents, siblings, and peers. A sixth grade class that was exposed to four books on death, to bring out the students' attitudes toward it, liked the books because they thought death should be understood, but at first they were uncomfortable discussing these books and their own perceptions of dying. (Authors and titles of books are provided, with a description of the basic story line, to demonstrate the existence of books that can help children understand and cope with death.) (SRT)

ED 270 799 CS 209 883

Jones, Felecia G.

The Role of the Black Press during the "Great Migration."

PUB DATE- Aug 86

NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)

DESCRIPTORS- *Black Employment; *Black History; Comparative Analysis; Content Analysis; Economic Opportunities; Employment Opportunities; Journalism; Migration; *Migration Patterns; *Newspapers; *Press Opinion; Social Change; Social History; Socioeconomic Influences; United States History

IDENTIFIERS- *Black Migration; Black Press; *Journalism History

Between the years of 1916 and 1918 southern blacks began populating the urban centers of the north in a movement known as the "Great Migration." This movement was significant to the development of the black press, for it was during this period that the black press became a protest organ and rose to its greatest level of prominence and influence. Some newspapers encouraged the migration while others discouraged it. Considered to be the newspaper that revolutionized black journalism, the Chicago "Defender" ran cartoons satirizing the pitiful conditions of blacks in the South and success stories were printed of southern blacks who had been successful in the North. It also counseled migrants on dress, sanitation, and behavior, and initiated fund drives for needy families. The conservative principles of Washington, D.C., were reflected in the content of the Norfolk/Tidewater "Journal and Guide." Its stance against migration was reflected in a series of articles, cartoons, and editorials that stressed the poor living conditions, racial discrimination, and false job hopes that existed in the North. The different stances of black newspapers concerning this migration reflect the diversity of a group of people striving for social and economic progress. End notes and a bibliography are appended. (HOD)

ED 270 813 CS 209 915

Tichenor, P. J.; And Others
Is Newspaper Reading Related to Where People Shop? An Analysis within Structurally Different Communities.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Advertising; Comparative Analysis; *Habit Formation; Influences; Journalism; *Media Research; Merchandising; *Newspapers; Reader Response
IDENTIFIERS- Advertisements; Advertising Effectiveness; *Shopping

A study analyzed the relationship between reading in various community structures and where people shop for goods and services, and whether this relationship differs by the type of community in which individuals reside. Telephone interviews were conducted with samples of 100 or more subjects in each of 10 Minnesota communities, including a small town, a regional center, two large metropolitan cities, and six suburbs. Subjects were asked to respond to questions regarding education, occupation, age, and length of residence in the community, as well as questions about reading of newspapers and shopping habits. Results, indicating differences among communities in the extent to which people say they obtain services locally, lead to three generalizations: (1) there is a concentration of services in growing regional cities; (2) the suburbs are largely residential in nature, with citizens going to a wide range of communities for shopping and professional services; and (3) people in small towns buy groceries locally but do their nonfood shopping elsewhere. Newspaper reading appears to be more strongly tied to choice of place for services in an outlying rural community than in regional or metropolitan communities. (DF)

ED 270 827 CS 505 309

Cassella, Michele; Mason, Gail
Teaching Data Sampling in the Communication Theory Course.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; *Communication (Thought Transfer); Course Descriptions; *Experiential Learning; Higher Education; Learning Strategies; Retention (Psychology); *Sampling; *Simulation; *Speech Communication; Student Reaction; Teaching Methods
IDENTIFIERS- Central Michigan University; *Data Sampling

The basic communication theory course offered at Central Michigan University is designed to provide students with an understanding of fundamental concepts and terminology, and to expose them to theory and research in communication. The course gives students the opportunity to engage in simulations and other in-class activities, thus making theoretical concepts easier to grasp and helping to improve long-term concept retention. The two objectives for this simulation are to solidify students' understanding of various sampling techniques and of how these techniques can affect communication research results. The simulation follows instructional units on communication models and theory, and involves several steps. First, students respond to a few survey questions--such as their political affiliation, religious preference, music preference, and so forth--the class period before the simulation. On the day of the simulation, students work in groups and analyze one question at a time, using various data sampling techniques (random, quota, purposive, systematic, and convenience). Students have found that the simulation helps them to develop an understanding of sampling bias and to differentiate among the sampling techniques through their examination and comparison of results. (HOD)

ED 270 840 EA 018 506

Turnbull, Brenda J.; Marks, Ellen L.

The Education Block Grant and Intergovernmental Relations: Effects at the Local Level. A Special Issue Report from the National Study of Local Operations under Chapter 2 of the Education Consolidation and Improvement Act.

SRI International, Menlo Park, Calif.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

PUB DATE- Jan 86

NOTE- 99p.; For related documents, see EA 018 501-505.

CONTRACT- 300-83-0286

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Block Grants; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Federal State Relationship; *Government School Relationship; Program Administration

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; Local Autonomy; *National Study of Local Operations under Chapter 2

This document reports on those aspects of the findings of the National Study of Local Operations under Chapter 2 of the Education Consolidation and Improvement Act of 1981, the federal education block grant, that are concerned with the relationships among the federal, state, and local governmental agencies charged with administering federal educational grants. Particular attention is paid to the degree of influence exerted by the state and to the degree of administrative flexibility experienced at the local level as a result of the consolidation of several federal categorical grants into the Chapter 2 block grant. This report's introductory chapter reviews these issues, lists the research questions addressing the intergovernmental issues discussed in this report, identifies the administrative responsibilities associated with Chapter 2 at each governmental level, and describes the national survey and site visit methods used to collect data for this study. The second chapter discusses the interactions taking place between various government agencies, noting (1) variations in administrative procedures developed by the states; (2) effects on paperwork demands, monitoring, and audits; and (3) state intervention in local programing. The third chapter focuses on the effects of these procedures on local decision-making and local perceptions of Chapter 2. A concluding section summarizes the findings. Appendixes present error values for the report's tables and list categorical grant programs consolidated under Chapter 2. (PGD)

ED 270 854 EA 018 532

Gersten, Russell; And Others
The Fragile Role of the Instructional Supervisor in School Improvement.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Elementary Education; *Instructional Improvement; *Mentors; Peer Relationship; Resource Staff; *Teacher Role; Teacher Supervision

One of the largest school districts in the United States hired at least one consulting teacher for each elementary school with a high proportion of low income, minority students. These consulting teachers assisted in the implementation of two academic programs--the All Schools Achieve Program (ASAP) and Systematic Strategy Instruction (SSI). Observation of the consulting teachers in four schools and interviews with teachers and instructional aides who worked with them informed researchers about factors affecting the programs' success, among them that SSI was more highly structured than ASAP, and that SSI consulting teachers received more extensive training. The SSI consulting teachers provided more specific direction and critical feedback to the teachers with whom they worked, and the SSI program proved more successful in encouraging teachers to adopt new strategies, though both programs obtained positive results. The programs seemed to help teachers focus on specific skill areas rather than on broad categorization of students. The findings suggested that although it is crucial to assign someone the responsibility for providing instructional leadership, that person need not be the building principal. It also appeared that additional information about recent research on effective teaching would have been particularly helpful to the consulting teachers. (PGD)

ED 270 868 EA 018 549

Pfeifer, R. Scott
Enabling Teacher Effectiveness: Teachers' Perspectives on Instructional Management.

PUB DATE- Apr 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Educational Environment; Elementary Secondary Education; Interviews; Leadership; *Principals; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Effectiveness
IDENTIFIERS- California (San Francisco Bay Area)

As part of a study of teacher effectiveness and job satisfaction, a research team interviewed 85 elementary and secondary classroom teachers in 5 school districts in the San Francisco (California) Bay Area to gather teachers' perspectives on administrative leadership. Teachers portrayed effective principals as creating environments around the classroom that minimize uncertainty and maintain a positive atmosphere. The principal's role thus focuses neither on inspiring effective teaching nor on proposing innovations, but on limiting the factors that impede the teacher's own abilities to teach effectively. This view of the principal's role conforms neither to the research-based vision of the principal as a somewhat powerless middle manager nor to the view in the effective schools literature of the principal as actively involved in classroom affairs. Focusing on the needs of a varied staff in a given school requires principals to provide leadership based on problem-solving rather than on conformity to research-generated prescriptions. Agreement among teachers and principals on the principal's role will enhance the potential for concerted efforts at school improvement. (PGD)

ED 270 880 EA 018 565

Pacheco, David R.; And Others
Seeking Flexibility in School Management: Waivers and School-Based Program Coordination under AB 777.
California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Stanford.; Stanford Univ., Calif. School of Education.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-PP85-11-7
PUB DATE- Nov 85
NOTE- 88p.
AVAILABLE FROM- Publication Sales, PACE--Policy Analysis for California Education, 3659 Tolman Hall, Department of Education, University of California, Berkeley, CA 94720 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Government (Administrative Body); Politics of Education; *School District Autonomy; School Funds; School Law; *State Legislation; State School District Relationship
IDENTIFIERS- *California; California Education Code

The two papers in this document focus on two different major educational reforms and their continuing central issues in California's comprehensive school finance legislation of 1981. The first report, "The Waiver Process for California's Educational Code," by David R. Pacheco, examines the legislation that delegated to nonelected board members the ability to waive a broad array of Education Code elections. This authority created little concern when passed partly because the legislature excluded various key sections of the Education Code, including state provisions for school funding, employee layoff and discipline procedures, and controversial categorical programs. The second study, "Documentation of Model Programs for Implementation of Assembly Bill 777 (School-Based Program Coordination Act)," by Public Policy Research, Inc. addresses reform for increased school district administrative flexibility involving several categorical education programs. In contrast to waiver authority legislation, these reforms met opposition primarily over allowance of funds for special needs to be used for other purposes. Various waiver issues continue to be legislative topics, while implementation of the School-Based Coordination Act has been the concern of the State Department of Education, local school districts, and county educational offices. (CJH)

ED 270 894 EA 018 584

Wright, Ruth L.
The Utilization of Incentives to Motivate Teacher Involvement in Professional Growth Related Activities.
PUB DATE- Jun 84
NOTE- 39p.; Paper presented at the combined Annual Meetings of the Canadian Society for the Study of Education and the Canadian Association for the Study of Educational Administration (Guelph, Ontario, Canada, June 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; Holistic Approach; Incentives; *Individual Development; Inservice Teacher Education; Participant Satisfaction; *Professional Development; *Teacher Motivation; *Teacher Participation
IDENTIFIERS- *Expectancy Theory; New Brunswick; *Vroom Expectancy Theory

Effective professional development of teachers is a critical concern that must be viewed holistically, considering equally the needs of the jurisdiction, the school, and the individual. A review of recent literature suggests four distinct types of teacher development: preservice training, curriculum related inservice, jurisdictional issue related inservice, and specific individual growth related activities. By examining the nature of incentives that foster teacher participation in curriculum development--an area in which many teachers are reluctant to become involved--it has been possible to identify incentives in related activities. Expectancy theory, which suggests that anticipation of rewards energizes behavior, provided the framework for identifying and compiling a list of 51 incentives most appropriate for motivating teachers. A study conducted in the New Brunswick school system narrowed this list of incentives to 10, only 1 of which is related to money. The implication for administrators is that traditional pay raises are inadequate incentives. Task-related and personal incentives must also be offered to teachers if they are to actively engage in growth related activities. Seven detailed charts are included in the paper, and five pages of references are appended. (IW)

ED 270 907 EC 182 904

Jamieson, Janet D.; Johnson, Steven B.
The Use of Microcomputers for Special Education Program Management in California. A Report.
Special Education Resource Network, Sacramento, CA. Resource Service Center.
PUB DATE- 1 Apr 84
NOTE- 83p.; Funded under Part D of the Education of the Handicapped Act. Presentation at the Annual Convention of the Council for Exceptional Children was based on the document (64th, New Orleans, LA, March 31-April 4, 1986). For related documents, see EC 182 905-906.
AVAILABLE FROM- Special Education Resource Network/Resource Service Center, 650 University Ave #201, Sacramento, CA 95825 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Management Information Systems; *Microcomputers; *Program Administration; School Districts; Special Education
IDENTIFIERS- *California

Questionnaires were developed to identify California education agencies currently using microcomputers in special education program management and completed by 334 Special Education Local Planning Area directors, County Offices of Education, and districts. Data revealed that regardless of district size or organization type, a majority performed each of the administrative tasks by hand. Smaller districts reported the lowest levels of computer use and county offices generally the highest. Within each group the tasks having the highest level of computerization were those related to fiscal and personnel matters. Telephone interviews with 96 respondents supported questionnaire data suggesting very low current usage of microcomputers for special education program administration. Interviews also indicated that technical support staff are more frequently involved than administrators and that training to help administrators with consumer decisionmaking and software implementation was generally not available. (CL)

ED 270 921 EC 182 918

Rogers, R. Curtis; Simensen, Richard J.

Fragile X Syndrome: A Common Etiology of Mental Retardation.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Etiology; Genetics; *Mental Retardation; *Physical Characteristics; *Psychological Characteristics; Therapy
IDENTIFIERS- *Fragile X Syndrome

A clinical population of 39 families affected by fragile X syndrome, a sex-linked form of mental retardation, is described. Physical aspects, including such common features as prominent jaw and simple ears, are noted along with psychological aspects such as different mean IQs among various age groups. Findings of intellectual evaluation did not show any predictive relationship between number of fragile sites observed in chromosomal analysis and level of intellect. Levels of retardation extended from the mild to the profound range. It is noted that folic acid therapy may benefit the syndrome, although it is an extremely controversial topic. Tables and figures illustrate the data. (CL)

ED 270 937 EC 182 938

Slott, Irving
The OJJDP Program as It Pertains to Learning Disabilities.
PUB DATE- Mar 86
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Court Judges; *Delinquency; *Federal Programs; Interdisciplinary Approach; *Justice; *Juvenile Courts; Law Enforcement; *Learning Disabilities; Police; *Policy Formation
IDENTIFIERS- *Office of Juvenile Justice Delinquency Prevention

The paper reviews the programmatic efforts of the Office of Juvenile Justice Delinquency Prevention (OJJDP) targeted for learning disabled delinquents. The history of research projects with this population is traced, and current grant programs designed to make key officials aware of learning disabilities are reviewed. The need for training and sensitization of juvenile justice system personnel is emphasized and four major tasks for OJJDP are cited; these include making available publications and videotapes for information and training. Appended are suggestions and recommendations to the OJJDP from a colloquium involving pediatric psychiatrists, educational psychologists, mental health researchers, clinical psychologists, criminologists, police and probation officers, judges, prosecutors, sociologists and special education administrators. The colloquium report addresses such issues as definitions of target population, identification of model programs, and encouragement of closer cooperation among federal agencies. (CL)

ED 270 564 CE 042 825

Solomon, George T., Ed.; Whiting, Bruce G., Ed.
Keys to the Future of American Business. Proceedings from the Creativity, Innovation & Entrepreneurship Symposium (2nd, Washington, D.C., March 21-22, 1985).
George Washington Univ., Washington, D.C.
PUB DATE- Jul 85
NOTE- 413p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Education; *Creativity; Economic Progress; Economics; Employee Attitudes; *Entrepreneurship; *Innovation; Motivation; Postsecondary Education; Problem Solving; Public Policy; School Business Relationship; Secondary Education; *Small Businesses; *Technological Advancement; Technology Transfer; Work Attitudes
IDENTIFIERS- Business Dynamics; Product Development; Resource Utilization; *Self Employment

These proceedings present 5 keynote addresses and 28 session papers focusing on creation of environments for stimulating entrepreneurial activities. The keynote addresses are "Entrepreneurial Leadership--A Performing Art" (Gordon L. Lippitt); "Innovation & Entrepreneurship at Work in a Large Company" (George F. Troy); "Thoughts Regarding Entrepreneurship Education" (Arthur Lipper, III); "Self Employment: Who Are the Entrepreneurs and How Does Government Create a Climate for These People?" (Frank S. Swain); and "Innovation: Where Is the Relish?" (Frederick Herzberg). Session papers include "Entrepreneurship and Economic Growth: Toward a New Conceptual Framework" (Carl Crego); "Small Business Dynamics, Effective Resource Utilization, and Innovation" (Thomas A. Gray); "Complexity and Disequilibrium: How Creativity, Entrepreneurship, and the Economy Come Together" (Benny Gilad); "Stimulating High Technology Innovations" (J. Davidson Frame); "An Examination of Export Attitudes and Behaviors of High Technology Manufacturers" (K. Mark Weaver); "The Technology Center Concept: Helping Businesses Start and Grow" (Loren Schultz); "Small Business Incubators: A Creative Tool for Local Development" (Jim Van Dyke); "Motivating (Guiding) Entrepreneurial (Intrapreneurial) Behavior" (Erik K. Winslow); "The Eleven Commandments: 4+3+2+1=11" (Reid J. Daitzman); "Entrepreneurial Employees--The Keys to Business Success in the Information Age" (Michael D. London); "A Longitudinal Study of the Dynamics of Small Business Growth and Development" (William C. Dunkelberg, et al.); "Characteristics of Entrepreneurs and Small Business Owner-Managers: A Review of the Literature" (George T. Solomon); "Value Profiles of Entrepreneurs" (Lloyd W. Fernald, Jr.); "Values, Organizational Size, and the Rational Model

According to Peters and Waterman" (James E. Martin, et al.); "Entrepreneurship Education: Path to Creativity" (M. Catherine Ashmore); "Public Policy Affecting Entrepreneurship, Venture Capital, and Technology" (Gerald F. Feigen); "School/Small Business Partnerships: Their Development and Their Need" (Leslie P. Hitch); "Roots of Entrepreneurship--From Small Beginnings to Major Corporations" (Gordon W. Engdahl); "Warning Signals" (Brian R. Ford); "Innovation through Investment in People: The Consideration of Creative Styles" (Robert Rosenfeld); "Public and Private Creativity" (Teresa M. Amabile, Susan J. Sensabaugh); "Innovative Problem Solving and Military Leadership" (Dennis E. Coates); "Creativity Enters the Curriculum at National Defense University" (Daniel B. Chapla); "Accountable Think Time: An Executive Function" (Harold R. Mc Alindon); "New Product Screening as an Analytical Hierarchy Process" (Robert F. Dyer); "The Small Business Innovation Research Program: A New Resource for Product Development" (George I. Morning); "Venture Capital's Role in Financing Innovation for Economic Growth" (Jeffry A. Timmons); and "Strategic Planning and Entrepreneurship: What Are the Current Connections?" (Steven C. Stryker). (YLB)

ED 270 577 CE 044 510

Employment Service. More Jobseekers Should Be Referred to Private Employment Agencies.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-86-61
PUB DATE- Mar 86
NOTE- 39p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies $2.00 each; 100 or more--25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Services; *Federal Legislation; *Job Applicants; Job Placement; Job Search Methods; *Private Agencies; Public Agencies; *Referral
IDENTIFIERS- *Employment Service; *Wagner Peyser Act

Implementation of section 13(b)(1) of the Wagner-Peyser Act pertaining to referrals of Employment Service applicants to private agencies was examined. It was found that the statute's language did not specifically require states, but only the U.S. Department of Labor, to make referrals. This study also determined whether additional actions might be taken to ensure that private employment agency resources are appropriately used in federally funded efforts to reduce unemployment. Private agency referrals generally had not occurred because of the continuing, noncooperative relationship between state Employment Services and private agencies. Advantages of referrals included increased placements, reduced time taken to find jobs, or both. The review disclosed no convincing reasons why state Employment Services could not or should not seek and make available to jobseekers the job information and assistance of private employment agencies, provided jobseekers are not required to pay for this assistance. Regulations requiring referrals to private agencies were recommended. (Eight appendixes follow the seven-page report; they provide: a description of scope and methodology; information on how public and private employment agencies operate; detailed discussions of why referrals have not occurred, advantages of referrals, and barriers and approaches to increasing referrals; Department of Labor comments; comments from the Assistant Secretary for Employment and Training; and a discussion proposal from Employers' National Job Service Committee officials.) (YLB)

ED 270 591 CE 044 533

Schultz, Chris Ellen
Measuring Arterial Blood Pressure. A Self-Contained Instructional Module.
PUB DATE- Apr 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations Education; *Blood Circulation; *Home Health Aides; Learning Modules; Medical Services; Postsecondary Education
IDENTIFIERS- *Blood Pressure Determination

This self-contained instructional module is designed to help adult caregivers learn how to measure arterial blood pressure in the home. The module includes the following parts: objectives; pretest (with answers); four sections of instructional material covering (1) equipment, (2) cuff placement and locating the brachial artery, (3) measuring blood pressure, and (4) reading a sphygmomanometer dial, recording blood pressure readings, and potential errors; worksheets with answers for each of the sections; and a posttest with answers. Materials are illustrated with line drawings. (KC)

Innovative Training and Employment of Women: Seminar Report.
European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-3127-9
PUB DATE- 83
NOTE- 92p.; Report of a seminar (Brussels, Belgium, September 15-17, 1980).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Adult Vocational Education; *Career Guidance; *Educational Development; *Employed Women; Females; Foreign Countries; Job Placement; *Job Training; *Nontraditional Occupations; Postsecondary Education; Secondary Education; Seminars; Surveys; *Vocational Education
IDENTIFIERS- *European Community

Materials and findings are provided from a seminar to improve information on the state of development in the materialization of education successful in improving women's professional status and to propose some possibilities in implementing some of these pilot projects on a wide scale. The first section summarizes reports from women who have successfully entered nontraditional occupations; provides highlights from speeches regarding action taken by the Commission, the European Social Fund, and the European Centre for the Development of Vocational Training to benefit women; and summarizes seminar discussions on innovative training measures for women and the problem of implementing the measures generally. Suggestions and demands for transforming experimental programs into the everyday reality of regular training are presented. The second focuses on the seminar discussion as related to employment. It contains a presentation by M. Pierret describing the survey to examine pilot projects to diversify women's work, evaluate their impact, and draw conclusions for the future. The third section offers an analysis of survey results and identifies barriers to training for women in the areas of orientation, first training, further training and promotion, and return to work. The final three sections offer reports and summaries of the discussions in the three working groups on (1) the social, material, and occupational situation of young women and girls; (2) the functioning of the vocational guidance and placement services; and (3) existing mentalities, attitudes, and motivation. (YLB)

ED 270 618 CE 044 570

Morgan, William R.
Sibling Influences on the Career Plans of Male and Female Youth.
Ohio State Univ., Columbus. Center for Human Resource Research.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Nov 83
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Birth Order; Blacks; Career Choice; Family (Sociological Unit); *Family Influence; Family Size; Family Structure; *Females; *Males; *Occupational Aspiration; Sex Stereotypes; *Siblings; Socioeconomic Influences; Whites; Young Adults

This study was conducted to establish the existence, direction, and size of sibling comparison effects on the occupational aspirations of youth. Data were drawn from the youth cohort subsample of the National Longitudinal Surveys of Labor Market Experience, sampling those with expressed occupational aspirations who come from homes with four or fewer children, over the four-year period, 1979 to 1982. The principal finding of the study was that brothers, and brothers only, reinforce one another's occupational aspirations during the critical years of occupational identity formation when youth are beginning to make the transition to full-time employment. The apparent absence of a similar socialization mechanism between sisters may be one further hidden barrier to the career development of females. The social comparison process that is hypothesized to underlie this tendency for brothers to use one another's aspirations in forming their own is facilitated in families where a degree of male sibling rivalry and competition is permitted and encouraged. Similar rivalry and competition between sisters is likely to be discouraged, especially to the extent that parents consider such behavior inappropriate to the traditional feminine role. The study concluded that to the extent that the various assumptions built into the research design prove correct, the finding of a sex difference in sibling influence suggests that one traditional socialization difference was still strong in 1982. The report contains numerous tables showing the effects of family constellation (particularly number of siblings and birth order), race, and socioeconomic influence on the occupational aspirations of young people. An 18-item reference list and an appendix describing the method used in recovering the relationships among the respondents are included. (KC)

ED 270 631 CE 044 591

Tesolowski, Dennis G.; Roth, Gene L.

A Comparison of the Importance of Competencies for Applying Microcomputers in Vocational Education.

PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competence; *Computer Oriented Programs; Curriculum Development; Educational Improvement; Educational Needs; Education Work Relationship; *Microcomputers; *Relevance (Education); Secondary Education; *Teacher Attitudes; Vocational Education; *Vocational Education Teachers

A national sample of 134 vocational educators, representing 6 vocational disciplines (agriculture, business, home economics, marketing and distribution, trade and industrial, and health occupations education), was surveyed to ascertain the relative importance of 47 competencies for applying microcomputers in vocational education. The 12-member DACUM (Developing A CurriculUM) panel that generated the core of this competency profile was used as a comparison group in this investigation. A one-way ANOVA (analysis of variance) procedure was used to determine if significant differences occurred between the groups' importance ratings on the five categories into which the competencies were grouped and their respective competencies. T-tests were used to identify which groups differed significantly. The groups' ratings did not differ on the categories; however, there were significant differences on 5 of the 47 competencies: (1) define the instructor's role in computer-based instruction (CBI); (2) demonstrate an awareness of microcomputer software; (3) assess students' needs for CBI applications; (4) orient students to CBI; and (5) assess students' microcomputer skills. Health, business, and marketing and distribution educators placed the highest level of importance on the five competencies, while home economics, agriculture, and trade and industrial instructors placed the least importance on them. This finding may reflect a split between high-technology and low-technology areas of the curriculum. Mastery of the content related to the 47 competencies can provide vocational teachers with opportunities to apply emerging technologies to the pursuit of excellence in curriculum, instruction, and the advancement of students from school to work. (Author/KC)

ED 270 644 CE 044 620

Delivery of Education and Training in Oregon's Adult Corrections Institutions. An Analysis of Present and Future Directions.

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

SPONS. AGENCY- Oregon State Dept. of Human Resources, Salem.
PUB DATE- May 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; Community Colleges; Contracts; *Correctional Education; Cost Effectiveness; *Delivery Systems; *Educational Cooperation; Educational Research; *Job Training; Postsecondary Education; *Program Improvement; Vocational Rehabilitation
IDENTIFIERS- *Oregon

This report on education and training in Oregon corrections institutions begins with a brief discussion of trends in correctional education and funding patterns. It then examines three general models of corrections education service delivery: educational programming under institutional superintendents, statewide programming facilitated by a state director or coordinator of corrections education, and a statewide correctional education district structure. Strengths and weaknesses of each approach are cited. The report then addresses the pros and cons of contracting for education and training services with local education/training institutions. Some data are provided on relative costs. A number of basic principles that might be considered for program improvement are suggested. Five recommendations for short- and long-term action are made: identification of a purpose statement for education and training, funding of a position with responsibility for planning and monitoring consistent services across institutions, establishment of an interinstitutional curriculum committee, discussions on contracting education and training services to local community colleges, and drafting of legislation and implementation of policies/procedures for an Oregon corrections education district. Appendixes, amounting to approximately one-half of the report, include corrections education commission recommendations, a 1981 report on Oregon corrections,

strategies for correctional vocational education, and characteristics of exemplary programs. (YLB)

ED 270 657 CG 019 110

Fetro, Joyce V.
Adolescent Alienation: Assessment and Application.
PUB DATE- 18 Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; *Alienation; *Norms; *Preadolescents; Psychological Patterns; *Social Isolation; *Test Construction
IDENTIFIERS- *Power

Adolescents struggle to establish their own identities and become independent in making the transition from childhood to adulthood. Adolescent alienation can result from changes in family structure from traditional two-parent families to one-parent families, decreased family stability, increased mobility of society, population increases, dehumanization of the individual, increased adolescent unemployment, and new standards of sexual behavior. Truancy, dropout, pregnancy, and suicide rates have increased for teenagers. This study attempts to develop a valid and reliable instrument to measure three components of alienation: social isolation, powerlessness, and normlessness in young adolescents ages 10-14. After a literature review, examination of existing instruments, input from middle school personnel, and content validity testing, a 30-item instrument was created. Reliability was established in a two-phase study using 477 middle school students in Massachusetts. The instrument included statements such as "My future does not look good" and "When I need help, I can find someone to help me." A measure of alienation could have practical applications to educators, school psychologists, school social workers, administrators, and parents by allowing them to identify socially alienated students and then to help those students. A three-page list of references is included. (ABL)

ED 270 671 CG 019 124

Ortiz, Elizabeth T.

Growth of the Proprietary Sector in Social Welfare: A Challenge to the Social Policy Curriculum.

PUB DATE- Mar 86
NOTE- 23p.; Paper presented at the Annual Program Meeting of the Council on Social Work Education (Miami, FL, March 8-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Day Care; Delivery Systems; *Nonprofit Organizations; Nursing Homes; *Private Agencies; *Professional Education; *Social Services; *Social Work; *Social Workers
IDENTIFIERS- *Proprietary Organizations

The rapid growth of the proprietary sector in the provision of social services traditionally administered under non-profit or government auspices creates a problem and challenge for teachers of social policy. Instructors need to interpret this new trend, without much literature support, to a group of students with increasing potential for employment in for-profit organizations. For-profit agencies have become major providers of child welfare and day care services. The health care field has also seen recent growth in for-profit provision of services. Professional social workers are increasingly employed in for-profit organizations. Growth in for-profit social services is due to the following changes: (1) increased government financing of services for people previously unable to purchase them; (2) new middle class markets such as day care and nursing homes; (3) current ideologic preference for for-profit as opposed to non-profit delivery mechanisms; (4) public dissatisfaction with existing services. The issues involved include defining terms such as private sector and proprietary, and understanding delivery system choices. Ethical issues raised by the intrusion of the market into social services delivery have not been explored. The most pressing implications for teaching of social policy include content on proprietary auspices, standardization of terminology, assessing the choices in delivery structure, the health care system as an exemplar, universalism versus selectivity, need for descriptive and comparative studies, and ethics and values education. (ABL)

ED 270 685 CG 019 141

Guidance and Counseling: Ensuring the Rights of Students.

New York State Education Dept., Albany. Div. of Civil Rights and Intercultural Relations.

PUB DATE- Dec 85
NOTE- 7p.; A paper based on this document was presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
AVAILABLE FROM- Occupational Education Civil Rights Technical Assistance Unit, N.Y. State Education Dept., Albany, N.Y. 12234.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Counseling; Career Development; *Career Guidance; *Counselor Role; *Educational Discrimination; Elementary Secondary Education; *Equal Education; School Counseling; *School Counselors; School Guidance; Social Discrimination; *Student Rights

Guidance counselors believe that all students, regardless of sex, race, handicap, or national origin, have an inherent right to make informed career decisions, and to manage their own lives. A variety of barriers sometimes prevent the realization of this ideal for women, minorities, handicapped persons, and ethnic groups. Counselors must address these barriers to occupational equity. These barriers include negative beliefs, cultural blindness, white male standard, occupational stereotypes, limited role models, lack of occupational skills, lack of career management skills, inadequate counselor preparation, weak career guidance programs, little adult guidance, discriminatory employment practices, and biased materials. Activities which may prove useful to address barriers include: (1) increasing counselors' awareness of cultural differences; (2) analyzing enrollment data to identify disproportionate enrollments in vocational programs; (3) ensuring that counselors can communicate with limited-English and hearing-impaired students; (4) training counselors to identify and remedy discriminatory career guidance practices; (5) reviewing career guidance materials for stereotypes; and (6) developing an affirmative action program for employing minority and handicapped counselors. State and federal laws and regulations require districts to implement a combination of career development and career guidance activities to overcome barriers to occupational equity. (A publications list and a resource list are included.) (ABL)

ED 270 699 CG 019 156

Flemming, Arthur S.; And Others
Mental Health Services for the Elderly: Report on a Survey of Community Mental Health Centers. Volume I.
SPONS. AGENCY- Retirement Research Foundation.
PUB DATE- 84
NOTE- 46p.; Prepared by the Action Committee to Implement the Mental Health Recommendations of the 1981 White House Conference on Aging. For volume II, see CG 019 157.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Agency Role; *Block Grants; *Community Programs; *Delivery Systems; Federal Government; *Mental Health Programs; *Older Adults; *Social Services; State Action; Surveys

This document is the first volume of a series of reports on the Community Mental Health Center (CMHC) survey project undertaken to assess the impact of the Alcohol, Drug Abuse and Mental Health Services block grant program on the delivery of mental health services to older persons. Chapter I presents an introduction to and background information on the CMHC survey. Chapter II describes a mail/telephone survey of 233 CMHCs in 41 states which requested information on the impact of the block grant, specialized aging programs, funding sources, the client population, services provided to older clients, and professional and support staff. Chapter III focuses on a series of in-depth interviews and site visits to CMHCs and to Area Agencies on Aging (AAAs) designed to obtain more complete information about the impact of the block grant on CMHC programs and age-related services, and the nature and extent of the interagency contact and cooperation between CMHCs and AAAs. Chapter IV presents 16 recommendations for federal, state, and local reforms to improve the delivery of mental health services to older persons. The recommendations discussed are based on mental health recommendations of the 1981 White House Conference on Aging and on the following major survey and site visit findings: (1) the block grant has had an adverse impact on CMHCs; (2) the aged are underserved by CMHCs; (3) older adults in racial and ethnic minorities are severely underserved; (4) there have been decreases in specialized aging programs; and (5) there is little interagency cooperation between the mental health and aging services networks. An executive summary of the report is included. (NB)

ED 270 713 CG 019 170

Police Role in Removing Juveniles from Adult Jails.
Illinois Univ., Champaign. Community Research Center.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Oct 83
NOTE- 14p.; For related documents, see CG 019 166-169.
CONTRACT- J-012-81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Correctional Institutions; Court Role; Crime; *Law Enforcement; Police; *Police Action; Well Being; Youth Problems
IDENTIFIERS- *Detention

The detention of juveniles in adult jails and lockups has long been a moral issue characterized by sporadic public concern and minimal action towards its resolution. Approximately 500,000 or more juveniles are held in jails each year. Rationales for keeping children in jails have included public safety, protection of children from themselves or their environment, and a lack of alternatives. A survey of 10 states found that most detained juveniles would not meet standard detention criteria of the Juvenile Justice National Advisory Committee. Children are hurt physically, sexually, and emotionally in jail. Exposing a child to the punitive conditions of a jail jeopardizes his well-being and handicaps future rehabilitation efforts. Virtually every national organization concerned with law enforcement and the judicial system has recommended standards prohibiting jailing of children. Although there has been an increase in the states' prohibitions against confinement of juveniles in adult jails, only four states absolutely prohibit it. Costs for placing juveniles in facilities other than jails are estimated to be 15% higher than costs for jailing children without separation. However, recidivism rates are higher for children placed in jails and thus entail higher future costs. Police departments should review their procedures to ensure juveniles are not subject to unwarranted detention and jailing. (ABL)

ED 270 727 CS 008 470

French, Michael P., Ed.
Effecting Change in Reading Programs.
Wisconsin State Reading Association, West Allis.
PUB DATE- 86
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basal Reading; Computer Assisted Instruction; *Content Area Reading; Courseware; *Educational Change; *Inservice Teacher Education; Instructional Improvement; Reading Instruction; Reading Processes; *Reading Programs; Reading Writing Relationship; Schemata (Cognition); Secondary Education; *Staff Development; Teacher Improvement

The articles in this issue reflect the theme effecting change in reading programs. Titles and authors of the articles include the following: (1) "Commentary: Becoming a Nation of Readers--the Undergraduate's View" (Michael P. French); (2) "Implementing a Reading Curriculum for the 80s and 90s" (Doris M. Cook); (3) "Strategic Teaching/Strategic Reading: An Inservice Approach with Promise" (Mary Boyd and Margaret Wilsman); (4) "Improving Reading Instruction in the Classroom: A University Course Format for Staff Development" (Richard J. Smith); (5) "New Perspectives in Effecting Change: Using Newsletters to Inservice Content Teachers" (Doug Buehl, Georgia Cook, Karen Ehlert, Doug Vance); (6) "The Content Determines the Process: An Ignored Relationship in Content Area Reading" (Cyrus F. Smith, Jr.); (7) "Writing to Learn in Social Studies" (Carol Santa, Valli Ostrem, Jim Scalf); (8) "The Classroom Teacher as an Action Researcher: Changing the Basal Reader Reading Period" (Mary Jett-Simpson); (9) "Modifying Reading Software" (Paul J. Blohm); (10) "Software Review" (Alan L. Jante); (11) "Review of a Resource" (Lee Ann Dubert); and (12) "Schemata" (ERIC Clearinghouse on Reading and Communication Skills). (HOD)

ED 270 742 CS 209 669

Roth, Robert G.

The Evolving Audience: Alternatives to Audience Accommodation in the Composing Processes of Skilled College Writers.

PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; Educational Theories; Higher Education; *Writing Instruction; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Audience Awareness

To address the questions of whether writers create their audiences and, if so, how, a case study of three skilled student writers sought to elicit the students' tacitly held knowledge about composing and audience. The students wrote an essay that they were told would be published in a campus anthology, and then responded to questions in taped "ethnographic" interviews an average of six times, discussing essay drafts brought to the meetings. Students also listed their composing decisions and grouped them. Each student's material was separately analyzed by marking off, comparing, and grouping all reader-related episodes and from this the descriptions and hypotheses for the research were developed. Analysis showed that the writers allowed their audience to change as it assimilated itself to their purpose and that the newly evolved audience was an idealized version of the writers' selves. Writers need not always analyze and accommodate a uniform audience, but rather, they should write effective prose for a broad, indefinite, and unknown audience. From a pedagogical standpoint, writing for a general audience encourages varied perspectives and more in-depth exploration of the subject. (SRT)

ED 270 757 CS 209 786

Zohoori, Ali R.

An Integrative Cross-Cultural Examination of Children's Use of Television.

PUB DATE- Aug 86
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Characterization; *Children; Comparative Analysis; Cross Cultural Studies; *Cultural Differences; Identification (Psychology); Programing (Broadcast); Social Integration; *Television Research; *Television Viewing; *Use Studies
IDENTIFIERS- Foreign Born; *Uses and Gratifications Research

A study using a cross-sectional survey technique compared the uses of American television by 276 native American and 83 nonnative American children. Uses of American television were defined in terms of motivation for television viewing, preference for television programs, patterns of exposure to television, identification with television characters, and perceived reality of television characters and events. Bivariate statistical techniques were used to analyze the data. Results showed that compared to native American Children, non-native American children (1) used American television more for learning about themselves and others as well as for social interaction purposes, (2) showed more interested in watching television programs in general and educational and adventure programs in particular, (3) identified more frequently with television characters, and (4) expressed stronger belief in television characters and events. References and data tables are appended. (HOD)

ED 270 771   CS 209 820

Hartung, Barbara W.; JaCoby, Alfred

Readers' Views toward a Newspaper Ombudsman Program.

PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Media Research; *Newspapers; *Ombudsmen; Public Opinion; *Reader Response

A study examined (1) whether the public knows of the newspaper ombudsman and his or her role at the newspaper, and (2) probed the effects of calling a newspaper on public perceptions of the newspaper's interest in accuracy and correcting errors. Two telephone questionnaires were completed by 152 of the 438 persons who had contacted the ombudsman at "The San Diego Union" from January through October 1984. These opinions were compared with those of 202 randomly selected persons who had not called the paper. Both samples were comprised of "Union" subscribers and nonsubscribers. The results indicated that well over half of those who had occasion to call the newspaper knew of the ombudsman by name, or referred to him as a reader's representative or ombudsman. Those who had never called the newspaper about a problem indicated far less knowledge of the ombudsman and his role. The majority of callers were satisfied with the newspaper's response to their calls, with over 40% indicating they were very satisfied. Complaints fell into two major negative categories--fact errors and disagreement over newspaper policy and news judgment. The results indicated, however, that the reason for the complaint was not important to the caller when considering satisfaction with the newspaper's response. The results suggest that calling a newspaper ombudsman may have some positive effect. (Tables of data are included.) (HTH)

ED 270 786 CS 209 857

Gordon, Eleanor

Students' Rationale for Topic Choice in Writing an Argumentative Essay.

PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Freshman Composition; Higher Education; *Persuasive Discourse; *Student Attitudes; *Student Reaction; *Writing Instruction; *Writing Research
IDENTIFIERS- *Topic Selection; *Writing Topics

A research project surveyed 97 students enrolled in Composition 101 at the University of Illinois, Chicago, in an effort to determine what goes on in the mind of a student faced with three choices of argument topics. The hypothesis was that Topic C--profanity--would be chosen most often and that the reasons cited would be "universality," a personal interest in the topic, and familiarity with it. Topic A--cuts in government funding for education--and Topic B--custody rights of homosexual parents--were considered too specialized and so less likely to be chosen. Students in a freshman composition course answered the questionnaire immediately after choosing and writing the argument. Topic C was, in fact, the least popular choice, with the largest number of writers attracted to B, considering it exciting, controversial, and therefore most arguable. However, for the same reasons, B was considered dangerous, difficult, and disturbing. Students felt that there was not enough to write about and they could not develop arguments for Topic C because it was too general. The hypothesis failed to consider that composition students are able to make metarhetorical judgments, decisions not on the situation of the topic but on the situation of arguing in writing. (SRT)

ED 270 800 CS 209 885

Abbott, Eric A.; de Leon, Cesar Amado Martinez
Interrelationships between Mass Media Use and Interpersonal Source Use in Agricultural Development: The Case of the Dominican Republic.
PUB DATE- Aug 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Production; Audiences; Communications; *Developing Nations; *Farmers; Foreign Countries; Information Dissemination; *Information Sources; Mass Media; Mass Media Effects; *Media Research
IDENTIFIERS- *Dominican Republic; *Media Use

A study examined (1) how the use of interpersonal information sources, the use of print media sources, and the use of radio sources are interrelated for agricultural decisions, and (2) which patterns of media use or interpersonal source use are most closely associated with knowing recommendations made by agricultural extension services and with adoption of those recommendations. A cluster sampling technique was used to select six random agricultural zones in the Dominican Republic. The six zones were subdivided and farmers from 20 small to medium-sized farms were selected from each of the 12 subzones for interviews. Data were collected on the farmer's use of mass media, interpersonal contacts with extension agents, activities in local organizations, main crop of the farm, and demographic information. Results of data analysis suggest that for farmers in the Dominican Republic use of print, radio, and interpersonal sources of information are closely interrelated, with a particularly close relationship between print and interpersonal source use. Among other conclusions are that elements of the information system work together and that adoption behavior is closely linked to interpersonal source use. (DF)

ED 270 814 CS 209 917

Liggett, Sarah L.
Learning to Grade Papers.

PUB DATE- 14 Mar 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; Grade Inflation; *Grading; Higher Education; Teacher Education; *Teacher Education Programs; Teacher Effectiveness; *Teaching Assistants; *Writing Evaluation; *Writing Instruction

To discuss how training programs for new teaching assistants affect them and, more specifically how a training seminar affected the way they grade papers, twelve teaching assistants read about evaluation, participated in six paper grading sessions, and were assigned an experienced teaching assistant who checked sets of marked essays for validity and reliability of comments and grades. To assess the effects of the training program, data were gathered in four ways: (1) teachers graded the same essay at the beginning and at the end of the semester; (2) each wrote a brief analysis comparing the two gradings; (3) three students from each teacher's class completed a questionnaire about their teacher's grading; and (4) the experienced teachers evaluated the new teachers' grading. Results of training showed that the number, purpose, focus, and format of the comments changed positively, while the grades on the paper decreased. The teachers' responses to their own grading revealed a new confidence in their grading skills and the student questionnaires reflected satisfaction with teacher comments and grades. The evaluations by experienced teachers exhibited concern about inflated grades and unmarked grammatical and mechanical errors. Training sessions for new teachers can influence how they mark papers; however, new teachers themselves may require writing instruction. More research is needed to determine the role of grading in current pedagogy. A student essay for grading by a new teacher is included in the appendices, as well as a coding system for graded essays. (SRT)

ED 270 828   CS 505 312

Garrison, Jean A.

Comparing and Contrasting American and Japanese Cultural Values Using a Negotiation Continuum Model.

PUB DATE- Feb 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Cultural Differences; *Cultural Influences; *Intercultural Communication; Interpersonal Communication; *Models
IDENTIFIERS- Americanism; Communicator Style; *Cultural Values; Japanese Culture; *Negotiation Processes; Negotiators

A negotiation continuum model can be used to compare and contrast American and Japanese cultural values. Although two basic styles of negotiating--competitive and cooperative--can be identified, there are a number of general principles that govern all negotiations. These include planning and preparing strategies in advance and practicing nonverbal behaviors that will project the desired image. However, there are specific skills to master for competitive and cooperative negotiating. Two of the five skills necessary in competitive negotiating are being firm and concealing feelings. Among the 12 skills required for cooperative negotiating are talking in terms of goals and problems, and clarifying similarities and differences in goals and priorities. American competitive values are characterized by individualism, and the cooperative American values are democratic and egalitarian. Japanese competitive values can be characterized as elitist, and the cooperative Japanese values are developed by identifying with groups and organizations. Considerations for Americans negotiating with Japanese include remembering that the Japanese respond to written rules and regulations and that Japanese respect authorities and experts more than do Americans. (DF)

ED 270 855 EA 018 533

Rothberg, Robert A.
Improving School Climate and Reducing Teacher Isolation.
PUB DATE- Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Cooperation; Educational Environment; Educational Improvement; Elementary Secondary Education; *Faculty Development; Interpersonal Communication; *Interprofessional Relationship; *Peer Relationship; Social Isolation; Teacher Attitudes; *Teachers; Work Environment
IDENTIFIERS- Collegiality; *Isolation (Professional)

A survey of 196 elementary and secondary education teachers attending graduate programs in the University of Central Florida's College of Education provided data supporting previous research on teacher isolation. Over 80 percent of the teachers felt their classrooms were private worlds entered only by themselves and their students. The teachers reported that formal and informal visits to their classrooms by observers or evaluators were rare, as were their own visits to the classrooms of other teachers. The teachers indicated they would welcome more informal contacts with and visits from their peers. High school teachers appeared more isolated than other teachers. Strategies for alleviating teacher isolation include developing a climate of trust within the school, sharing decision-making power, and using professional development activities to improve communication and team-building skills among teachers. Additional strategies to consider include forming quality circles or other problem-solving committees, presenting meetings focused on the daily activities of staff members, requiring peer observation, increasing opportunities for staff social activities, encouraging attendance at professional meetings, conducting retreats for sharing values and attitudes, and planning regular informal meetings to discuss teaching techniques or new ideas gleaned from the professional literature. (PGD)

ED 270 869 EA 018 550

Rossi, Robert J.
The Federal Role in Elementary and Secondary Education.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
REPORT NO.- AIR-SAGE-TR-4
PUB DATE- Jun 79
NOTE- 35p.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Finance; Educational History; Educational Policy; *Elementary Secondary Education; Federal Aid; *Federal Government; Federal Legislation; Federal Regulation; *Government Role; *Government School Relationship; Research Needs

As a first step toward the development of social indicator reports on the role of the federal government in elementary and secondary education, this paper reviews the history of that role and summarizes the literature that discusses controversies and related issues. The discussion focuses on two issue areas: (1) the responsiveness of federal educational expenditures to the needs of children and schools, and (2) the level of federal influence in elementary and secondary education. The paper presents two conceptual frameworks that identify factors directly or indirectly affecting federal expenditures and federal influences. The paper suggests that these factors, whether or not subject to policy manipulation, should be taken into account in the preparation of social indicator reports. The paper also presents a briefly annotated bibliography of 45 relevant references. (PGD)

ED 270 908 EC 182 905

Vasquez, Mary Britt; Johnson, Steven B.
Critical Consumers and Users Guide.
Special Education Resource Network, Sacramento, CA. Resource Service Center.
SPONS. AGENCY- California State Dept. of Education. Sacramento. Office of Special Education.
PUB DATE- Jun 85
NOTE- 178p.; Also funded by a Federal VI-D Personnel Development Grant. Presentation at the Annual Convention of the Council for Exceptional Children was based on the document (64th, New Orleans, LA, March 31-April 4, 1986) For related documents, see EC 182 904 and EC 182 906.
GRANT- 029-HH-300-16
AVAILABLE FROM- Special Education Resource Network/Resource Service Center, 650 University Ave. #201, Sacramento, CA 95825 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Abstracts; Administrator Role; Computer Managed Instruction; Computers; Computer Software; Databases; Data Processing; *Disabilities; Elementary Secondary Education; Management Information Systems; *Microcomputers; *Program Administration; *Resource Materials; *Special Education

Intended to help special education administrators, the guide presents information on resources for microcomputer application in program management. The first section offers basic information on such topics as online databases, software, database management systems, and word processing programs. Section 2 provides information on computer organizations, user groups, and human resources; section 3 includes abstracts of over 40 articles on a variety of topics including spread sheets, software review, buying guides for modems, computer consultants, word processing, rural special education, and computer crime. Abstracts of books in section 4 touch upon computer literacy, computer peripherals, organizational issues, and database management. Section 5 describes online resources in SpecialNet, CompuServe, and ERIC. The sixth section summarizes input from special educators on specific software. A report on the role of institutions of higher education and a glossary of terms complete the guide. (CL)

ED 270 922 EC 182 919

Heath, Charles P.
Trends in Adaptive Behavior Research over the Past Decade.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Conference of the National Association of School Psychologists (Hollywood, FL, April, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adaptive Behavior (of Disabled); *Disabilities; *Measurement Techniques; Testing; *Trend Analysis

The paper offers a brief history of adaptive behavior measurement; the concept of adaptation was first introduced by Herber in 1959. An Adaptive Behavior Scale (ABS) sponsored by the American Association on Mental Deficiency (AAMD) was applied to schools--the Public School Version (PSV)--about 10 years ago, the first of many such measures. To investigate research conducted in the area of adaptive behavior measurement over the past decade, six major journals (Journal of School Psychology, Psychology in the Schools, School Psychology Review, Exceptional Children, American Journal of Mental Deficiency, and Mental Retardation) were reviewed to determine trends. Specific trends were noted for individual journals as well as across journals. Trends included efforts to develop new scales as well as to shorten already existing scales. It was found that the research tends to address measurement and use of adaptive behavior information while ignoring examination of the conceptual nature of adaptive behavior. (CL)

ED 270 938 EC 182 939

Reschly, Daniel J.; Kicklighter, Richard J.
Comparison of Black and White Mildly Retarded Students from Marshall v. Georgia.
PUB DATE- Aug 85
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychiatric Association (Los Angeles, CA, August 23-27, 1985).
AVAILABLE FROM- Daniel J. Reschly, Department of Psychology, Iowa State University, Ames, IA 50011.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; *Court Litigation; Elementary Secondary Education; Evaluation Methods; *Mild Mental Retardation; *Nondiscriminatory Education; *Racial Factors; Student Evaluation; *Student Placement; Test Bias; White Students
IDENTIFIERS- *Marshall v Georgia

Random samples of black and white EMR (Educable Mentally Retarded) students (N=69) from defendant districts in Marshall v. Georgia were compared on numerous variables related to preplacement evaluation, classification and placement in special education, and reevaluation. On nearly all variables black and white mildly mentally retarded (MMR) students were essentially the same. The few statistically significant differences were relatively small, suggesting slightly greater impairment on the part of white students classified as mildly retarded. Findings suggest the equal treatment notion of fairness was achieved in these defendant school districts. However, other legal notions of fairness, such as equal results, were not achieved and probably cannot be achieved without using different placement criteria for white and black students. Examination of these records indicated that only one student was clearly misplaced. Although the placements for 68 of the 69 students seemed appropriate, some aspects of many of the preplacment evaluations were below reasonable standards for best practices. Assessment of adaptive behavior was frequently not discussed explicitly. Some improvement in assessment practices was apparent from the original preplacement to the triennial reevaluations. References and data tables are appended. (Author/CL)

ED 270 841 EA 018 515

Murnane, Richard J.; Cohen, David K.

"Merit Pay" and the Nature of the Employment Relationship: Lessons from Public School Systems.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
PUB DATE- Jun 85
NOTE- 35p.; For related documents, see EA 018 516-517.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Contracts; Educational Economics; *Employer Employee Relationship; Incentives; *Merit Pay; Models; Productivity; Public Education; Success; Teacher Employment; Teacher Evaluation

Merit pay systems based on output may fail because establishing valid standards for productivity that account for educational goals, individual student needs, and the value of cooperative efforts is extremely difficult. Systems based on evaluations may fail if employees are not convinced that the systems lack bias. Research on the characteristics of successful merit pay systems was conducted in 6 public school districts that had used merit pay for at least 5 years and either used pay differentials of at least $1,000 or served over 10,000 students. Only 7 of 11,500 school districts originally surveyed in 1978 met these criteria in 1983, out of 47 that reported using merit pay. No urban districts met the criteria. The strategies used by the six districts to make merit pay acceptable included providing extra pay for extra work, making everyone feel special, keeping the program inconspicuous, and legitimizing the program through employee participation. The research findings suggest that the uses of merit pay in education may not differ significantly from those in other industries, that workers' responses to merit pay systems may be sensitive to factors other than the merit incentives themselves, and that workers' participation in system development and revision is critical. (PGD)

ED 270 881 EA 018 566

Odden, Allan

School Finances, Reforms, and Revenue Needs.

California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Berkeley, CA.; Stanford Univ., Calif. School of Education.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.

REPORT NO.- PACE-PP86-5-3

PUB DATE- May 86

NOTE- 47p.

AVAILABLE FROM- Publication Sales, PACE--Policy Analysis for California Education, 3659 Tolman Hall, Department of Education, University of California, Berkeley, CA 94720 ($3.00; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Change; Educational Demand; Educational Finance; Educational Improvement; Educational Supply; Educational Trends; Elementary Secondary Education; *Finance Reform; Government School Relationship; Needs Assessment; School Demography; *School Funds; School Policy; *School Support; *State Aid

IDENTIFIERS- *California

This study presents California's recent history of public revenue funding for elementary and secondary education and projects the state's educational and fiscal needs for the next five years. California has experienced a roller-coaster pattern in funding support since 1978, the year of Proposition 13. School financing declined from a position of national leadership in the 1960s to below the national average--a level inadequate for the increasingly high-technology economy. The state began working toward improved educational quality in 1983 by demanding more of teachers and students and by providing new funding, achieving a constant funding level during 1983-85. The second section analyzes educational issues for the next five years: implementation of reform, changing student demographics, high school dropout rate, decline in quantity and quality of people entering and remaining in teaching, and capital construction. The final section summarizes revenue needs for these issues, including growth projections and strategies for raising revenue. In spite of the beneficial effects of the reform, the present challenge is to maintain a high priority for education, and to continue additional funding. (CJH)

ED 270 895 EA 018 586

Hart, Ann Weaver

Career Ladder Effects on Teacher Attitudes about Teacher Tasks, Careers, Authority, and Supervision.

PUB DATE- Apr 86
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; *Educational Change; Educational Policy; Educational Trends; Elementary Secondary Education; *Employment Practices; Faculty Mobility; Incentives; Motivation Techniques; Organizational Development; Performance Factors; Quality of Working Life; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Effectiveness; *Teacher Motivation; Teacher Response; *Work Attitudes

The career ladder is an incentive plan widely considered in response to perceptions of decline in teaching effectiveness and as a method of employment retention. Organizational research demonstrates the importance of meaningful work and authority relationship factors in determining employee attitudes. This study examines effects of career ladders on teachers' work, careers, and relationships with principals. Field data were gathered in the Provo school district (Utah) after the first year of a career ladder plan. A survey instrument tested attitude interaction patterns emerging during implementation. Teachers were asked open ended questions. The final survey includes 51 declarative statements to which teachers responded by a Likert scale. Survey results indicate that teachers feel basically, but not overwhelmingly, positive about most aspects of career ladders. Groups of teachers differ in attitudes about job redesign features; for example, teachers able to make experiential comparisons feel the new process promotes collegiality. Plan implementation is a crucial stage because traditional egalitarian work norms and authority relationships are affected. Teachers, nonetheless, respond favorably to career ladder effects on their work. Because these data are pertinent to national debates about quality of work life policies, longitudinal and qualitative research methodologies are recommended. Eight tables summarize survey results. Forty references are included. (CJH)

Austin, David
Stores Control. Supervising: Technical Aspects of Supervision. The Choice Series #41. A Self-Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-68-6
PUB DATE- 85
NOTE- 78p.; For related documents, see ED 266 310-312, ED 268 236-263, and CE 044 535.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Facility Requirements; Foreign Countries; Learning Activities; Management Development; *Organization; Self Evaluation (Individuals); Space Utilization; Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training; *Supplies
IDENTIFIERS- *Control Mechanisms (Administrative); Great Britain; *Store Managers

This learning unit on stores control is one in the Choice Series, a self-learning development program for supervisors. The purpose of the approximately eight-hour-long unit is to enable the supervisor to design and organize the layout of a store for maximum efficiency, understand the types of documentation associated with the movement of goods throughout the stores and the workplace, appreciate the benefits to oneself and the workplace as a whole of an effective system of stores control, and understand some techniques used to control stock levels and take steps necessary to prevent losses by wastage and pilferage. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include organizing a store, documentation, keeping everything moving, and keeping control. Part E contains performance checks--an end check to be completed alone, a tutor check, and a work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 270 672 CG 019 126

Bassoff, Betty Z.; Ortiz, Elizabeth T.
Women and Reproductive Health: A Challenge for the Military.
PUB DATE- 31 May 86
NOTE- 10p.; Paper presented at the NASW National Conference on Women's Issues (Atlanta, GA, May 31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Planning; Family Violence; *Females; *Gynecology; Health Facilities; *Health Needs; Health Programs; Medical Services; *Military Organizations; Military Personnel; *Obstetrics

Although the military health care system is the second largest in the nation serving approximately 6,000,000 people, little research has examined military reproductive health care services or their quality. Medical services can be provided by regional military medical centers and by base infirmaries and dispensaries. Often base infirmaries and dispensaries lack specialized care for pediatrics and gynecology. Military families tend to be young and in need of obstetric and pediatric services. Satisfaction with health care is critical to the military family's sense of well being and security. Reproductive health services suffer from a shortage of obstetricians and gynecologists and an increasing patient load. Studies of military bases have found that obstetric services seemed adequate, but that access to family planning and birth control services was lacking. Elective abortions are no longer provided. Since 1981, Family Advocacy Programs have been developed in all service branches which describe protocols for reporting, assessing, and responding to child and spouse abuse. Military policymakers have failed to see the relationship between reproductive health and family violence. Military families experience the stresses of low income, frequent moves, and deployment of husbands. Comprehensive, accessible, and outreaching family planning and reproductive health services on a continuum for all military spouses are needed. Further research is needed on access to reproductive health services in the military and on the relationship between family planning and family abuse. (ABL)

ED 270 686 CG 019 143

Esperon, James P.

Social Support over a Life Transition: College Graduation.

PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Graduates; Family Relationship; Friendship; *Graduation; Higher Education; Interpersonal Relationship; *Life Satisfaction; *Sex Differences; *Social Networks; *Social Support Groups
IDENTIFIERS- *Life Transitions

To determine whether the change from the highly structured, peer-based life style associated with the college community to more heterogeneous environments would have a significant impact on graduates' social support networks, social support levels of 49 men and 49 women were assessed 1 month prior to college graduation, and 1 and 6 months following graduation. Subjects completed the Personal Support System Survey which measures the importance of and perceived satisfaction with 13 types of social support (love, physical intimacy, companionship, encouragement, acceptance, admiration, satisfaction/altruism, comfort, example, guidance, material assistance, knowledge, honesty) and assesses the composition and operation of the respondent's support network. The results indicated that subjects reported changes in their support networks following graduation. Although network size and the number of family members showed no change, the number of friendships which subjects reported declined while network density increased after graduation. The number of daily and yearly contact supporters also changed over time. Subjects' responses concerning the importance of support remained constant, while satisfaction with support declined in the post-graduation administrations. Significant sex differences were also revealed. Across all assessment points, men had more daily support members while women had more monthly support members. Women also felt that support was of greater importance than did men. Practitioners need to understand the social implications of college graduation and other life transitions and to identify individuals who may need additional sources of social support. (NB)

ED 270 743 CS 209 672

Kline, Christine Holm

The Influence of LOGO Revision Strategies on the Written Revision Practices of Young Children: A Stepping Stone.

PUB DATE- 83
NOTE- 31p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; *Computer Assisted Instruction; Courseware; Grade 3; Primary Education; *Revision (Written Composition); *Student Behavior; *Writing Instruction; *Writing Research
IDENTIFIERS- LOGO System

A study analyzed the revision practices of 25 children in a third grade classroom, half of whom received LOGO instruction, to determine if the revision practices inherent in LOGO programing sponsor revision practices in the composing of autonomous texts of young children. It was hypothesized that the revision strategies in LOGO, both engendered and supported by the building of graphic models, would be a stepping stone between highly contextual revisions (drawing) and the more abstract revision required in writing words alone. The design of the study was three-tiered: a field experiment, a field study, and case studies. Revisions were analyzed according to observed changes in composing, features of the written products themselves, and the writers' thoughts about revision. The findings revealed an influence of LOGO revision practices in the paper-and-pencil composing behaviors of the students. The LOGO group increased its percentage of textual revisions by 20%, while the control group increased its percentage by only 8%. In addition, the frequency of rereading behaviors in the LOGO group increased more than 300%, while there was a 48% decline in the frequency of this behavior for the control group. Graphs and tables of data and a two-page list of references are included in the report. (HOD)

ED 270 758 CS 209 791

Penrose, Ann
Individual Differences in Composing: Exploring Consequences for Learning through Writing.

PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Content Area Writing; Higher Education; Learning Processes; Research Needs; Teaching Methods; Writing (Composition); Writing Improvement; Writing Instruction; *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Writing Across the Curriculum

Noting that the claim that writing is a way to learn underlies most writing across the curriculum programs, this paper provides an overview of recent research results supporting the claim and emphasizes the need for more research in this area. The paper first identifies three dominant interpretations in the writing across the curriculum literature: (1) affective dimension, (2) social dimension, and (3) cognitive dimension, and cites research that explains each of these dimensions. The paper states that two qualifications should be added to the claim that writing is a way to learn, the first being dependent upon what kind of writing is discussed and the second being dependent upon the individual doing the writing. The paper then discusses studies that look at the effects of different writing tasks on learning and studies that reveal individual differences among writers. Finally, the paper concludes by stating that writing across the curriculum has generally been perceived as a pedagogical and administrative concern rather than as an area for research, a perception that may have caused the concept to suffer in terms of both public relations and personal growth. (DF)

ED 270 923 EC 182 920

Hopewell, C. Alan

Neuropsychology's Role in an Objective Interdisciplinary Treatment Model.

PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clinical Diagnosis; *Cognitive Development; *Interdisciplinary Approach; Intervention; *Neurological Impairments; Rehabilitation; Rehabilitation Programs

This paper provides information about and commentary on advances made in the understanding and treatment of cognitive dysfunction. Under discussion is the profession's role in the interdisciplinary teamwork at rehabilitation facilities, specifically the Baylor (Texas) Institute for Rehabilitation. Baylor features a serial assessment schedule in which patients are returned to the rehabilitation facility at intervals of 6 weeks, 6 months, and 1 year post hospital discharge for increasingly more sophisticated neuropsychological assessment. Five categories of suggestions are offered regarding the validity of treatment effects. A description of the components of the head trauma program covers early, middle, and late phases. (CL)

ED 270 578 CE 044 511

Orr, William T., Jr.
Advisory Committee Evaluation of Vocational Education Programs.
Florida Educational Research and Development Council, Inc., Sanibel.

PUB DATE- 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Advisory Committees; *Evaluation Methods; Models; Postsecondary Education; *Program Evaluation; Program Improvement; Secondary Education; Systems Analysis; *Systems Approach; *Vocational Education
IDENTIFIERS- *Program Advisory Committee Evaluation System

Program advisory committees in vocational education have traditionally been charged with the responsibility of evaluating programs for the purpose of keeping them up to date with business and industry practices and current technology. Rapid technological development and accountability requirements have led to state mandates that the advisory committee evaluation be given closer attention. Through an evaluation of the literature and practice, it was learned that there is a lack of systematic methodologies for advisory committees to use in evaluating programs. The Program Advisory Committee Evaluation System (PACES) was developed to fill this gap. The PACES model was developed through a systems approach to the problem. The model was conceptualized through analysis and synthesis of existing information about vocational education, program advisory committees, program evaluation, and systems design. The model was validated through critical examination by recognized experts and practitioners and through tests of operational feasibility conducted in schools. The model consists of four major functions or subsystems: advisory committee training, data gathering, data organization, and analysis and communication of findings. The system is designed to enable advisory committees to evaluate programs on factors found to be within the realm of expertise of advisory committee members, excluding factors that belong to the realm of school, district, and state administrators. When properly implemented, the PACES system should provide vocational education program operators with information related to the needs of the businesses and industries who employ program completers, so that they can make program decisions from an informed base. A six-page reference list is appended. (KC)

ED 270 606 CE 044 555

Delai, Nadio; Ferrari, Arnaldo

Vocational Training Staff in Italy. Current Situation and Future Trends.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-3799-4

PUB DATE- 83

NOTE- 77p.; Parts of this document contain light type.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Vocational Education; Apprenticeships; *Educational Change; Educational Research; Foreign Countries; *Futures (of Society); Job Training; Postsecondary Education; Retraining; Secondary Education; *Teacher Education; *Teacher Improvement; Teacher Qualifications; *Teacher Recruitment; Technological Advancement; Unemployment; Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *Italy

Since the early 1970s, vocational-technical (VT) activities in Italy have primarily been under regional management. Principal activities covered by VT are basic vocational training, further vocational training, retraining, and training for the unemployed. The Regions also have responsibility for the training of apprentices. The VT user population includes 53 percent of young people aged 15 to 19, more than 60 percent of young people at secondary school, and almost 65 percent of those in employment via apprenticeships. Trainers involved in VT activities aimed at placement in first jobs are the teaching staff of vocational colleges and technical colleges, the teaching staff of vocational training centers, and operators working in inservice training centers. Each group is characterized by a high degree of diversity in both quantitative and qualitative terms. They also display variations from an institutional point of view, in respect to training, recruitment, and qualifications. In the future, VT activities will be affected by changes linked to technological advances, changes in working organization (and hence in job structures), and changes in the organization of education and training. The trainer's role will also be redefined and changes will occur in initial training, recruitment, the acquisition of skills, and refresher courses. (YLB)

ED 270 619 CE 044 571

Feller, Rich

Identification of Vocational Education Counseling Strategies Needed at the Secondary Level for Students to Succeed in Vocational Education and Become Employable. Final Data Summary.

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.

PUB DATE- Mar 86

NOTE- 59p.; Portions of the document contain small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Career Counseling; Career Development; *Counseling Effectiveness; *Counseling Techniques; *Counselor Role; Program Effectiveness; *School Counseling; School Counselors; School Guidance; Secondary Education; *Vocational Education

IDENTIFIERS- Colorado

This study was conducted to determine what vocational counseling strategies are used with students who enroll in vocational education programs, their effectiveness, and their perceptions of helpfulness by graduates and employers. Different surveys were developed and sent to the following groups in Colorado: 60 high school counselors, 60 principals, vocational directors of 60 high schools, 30 secondary vocational education graduates who completed programs in 1984 and 1985, and 30 employers of such graduates. Some of the results of the surveys were the following: (1) 27 vocational strategies were identified, and respondents saw all of the studies as helpful and being used; (2) little time is spent counseling vocational students; (3) five strategies are being used with a majority of vocational students: talk with counselor, class discussion of jobs, personal counseling about career goals, information given about postsecondary training, and feedback about deficiencies in work habits; (4) complete job shadowing was seen as one of the most helpful strategies by students but as one of the least helpful by the other groups; and (5) some differences were noted between employers' and other groups' perceptions of helpfulness of various strategies, but on the whole, answers were similar among the groups. Recommendations include: more time devoted to vocational advising; structured guidance programs during the pre-enrollment process; and greater use of technology such as video and software to disseminate information if counseling time cannot be increased. (A list of the 27 vocational counseling strategies identified and their rankings by participant groups is included in the report.) (KC)

ED 270 632 CE 044 592

Anderson, Clinton L.

Where Did We Go Wrong? An Analysis of the Way Instructional Systems Development Was Mustered Out of the Army.

PUB DATE- 19 Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Curriculum Development; *Instructional Systems; *Military Personnel; *Military Training; Postsecondary Education; *Systems Development
IDENTIFIERS- *Army; *Instructional Systems Development

Ten years after institution of the multiservice effort to develop a common doctrine and procedures for systematic development of training and education curricula, which became known as Instructional Systems Development (ISD), a U.S. Army Training Board report declared that the Army's military occupational specialties were devoid of serious analysis, design, and developmental work. One reason for ICD's lack of success may have been the Army's failure to establish a fully trained professional corps of civilian training developers led by training managers who were deeply grounded in ISD. At the school level, neither the active duty military nor the civilian specialists were well grounded in ISD. At the same time, civilian specialists found their jobs to hold little prestige, and commanders and service school commandants failed to grasp the ISD concept. Like competency-based education, ISD had strong behaviorist roots. Many educators, on the other hand, tend to follow a humanist philosophy. Part of this problem with educational philosophy may have been rooted in ISD itself since the system was cumbersome, bureaucratic, and too time-consuming to follow. It must also be remembered that at the time of ISD's implementation the Army was also experiencing serious problems with recruitment. Notwithstanding all of these possible causes for the failure of ISD, perhaps the key reason for its failure was an inability to come to grips with the Army's real training needs. (MN)

ED 270 645 CE 044 623

Overton, Willis F.; And Others
Deductive Reasoning in Young and Elderly Adults.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Education; Adults; *Cognitive Development; *Deduction; *Older Adults; *Problem Solving; Psychological Studies; *Young Adults
IDENTIFIERS- Wasons Selection Task

Research on logical competence in adulthood was framed by the general competence-moderator-performance model of life span cognitive development constructed by Overton and his colleagues. This approach was able to distinguish between logical knowledge necessary for task solution and informational processes that may facilitate or inhibit the accessibility of available logical knowledge. Wason's selection task provided a particularly appropriate domain for exploring issues concerning levels of logical reasoning competence and the effect of semantic content, as the latter is mediated through informational processes. The study also investigated the role of semantic content in the solution of deductive reasoning problems. Two experiments were conducted. In the first, college-age and elderly subjects were presented five variations of Wason's selection task--three containing content familiar to the younger subjects and two containing the standard abstract content. In the second experiment, three of the five variations of Wason's selection task contained content relevant to the older subjects and the other two were the same abstract content variations used in the first experiment. The findings indicated that older adults perform as well as young adults despite the materials being relevant to the younger group. Study 1 demonstrated the retention of deductive reasoning ability across the adult years, as well as the role of semantic content as a moderator. Study 2 showed only the effect of semantic concept, but did not support a hypothesis of late adult reasoning competence. The study concludes that when content is meaningful and youth oriented, older adults demonstrate intact logical reasoning abilities. However, when meaningful, elderly oriented content is used, the older subjects perform quite poorly. It is possible that old-relevant content may raise strong emotional involvement in the elderly resulting in poor performance or that age-related content may produce exceptions that lead the elderly not to respond formally to the stated rule. A two-page list of references and the five variations of Wason's selection task used are appended. (YLB)

ED 270 658 CG 019 111

Evaluation Handbook for Health Education Program in Alcohol and Substance Abuse.

IOX Assessment Associates, Culver City, CA.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Sep 83
NOTE- 412p.; For a related document on smoking, see ED 264 499.
CONTRACT- PHS-200-81-0622
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - General (130) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Education; *Alcoholism; *Drug Abuse; *Drug Education; *Evaluation Methods; Health Programs; Special Health Problems
IDENTIFIERS- *Substance Abuse

This handbook provides assessment tools for systematic evaluation of health education programs in the field of alcohol and substance abuse. Key fundamentals of systematic evaluation as applied to health education programs are reviewed. Explanations of the handbook's measures, their relationships, rationale, and procedures are given. Included are guidelines for using the measures with practical suggestions for their selection, administration, and scoring. The behavior, knowledge, skill, and affective outcome upon which the handbook is based are discussed. Newly developed measures not yet verified, with their test specifications, as well as existing measures are given. A nine-page annotated bibliography on evaluation methods is included. Handbook measures are indexed. (ABL)

ED 270 700 CG 019 157

Flemming, Arthur S.; And Others

Mental Health Services for the Elderly: Report on a Survey of Community Mental Health Centers. Volume II.

SPONS. AGENCY- Retirement Research Foundation.
PUB DATE- 84
NOTE- 49p.; Prepared by the Action Committee to Implement the Mental Health Recommendations of the 1981 White House Conference on Aging. For volume I, see CG 019 156.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Block Grants; *Community Programs; Delivery Systems; *Field Interviews; Guidelines; *Mental Health Programs; *Older Adults; *Social Services; Surveys

This document is the second volume of a series of reports on the Community Mental Health Center (CMHC) Survey project undertaken to assess the impact of the Alcohol, Drug Abuse and Mental Health Services block grant program on the delivery of mental health services to older persons. Section I of this volume presents excerpts from the reports on the site visits to CMHCs and Area Agencies on Aging (AAA) which were conducted to obtain information about the impact of the block grant on CMHC programs and age-related services, and on the nature and extent of interagency contact and cooperation between CMHCs and AAAs. Section II contains the mail/telephone survey questionnaire which was completed by 233 CMHCs in 41 states and which requested information on the impact of the block grant, specialized aging programs, funding sources, the client population, services provided to older clients, and professional and support staff. Section III presents guidelines for site visit interviews with CMHCs, AAAs, and with clients and/or significant others. Section IV provides the levels of statistical significance for the data comparisons in the project. (NB)

ED 270 714 CG 019 171

Klinman, Debra G.; And Others
The Teen Parent Collaboration: Reaching and Serving the Teenage Father.
Bank Street Coll. of Education, New York, N.Y.
PUB DATE- Sep 85
NOTE- 126p.
AVAILABLE FROM- Bank Street College of Education, 610 West 112th Street, Research Division, New York, NY 10025 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Demonstration Programs; *Early Parenthood; *Fathers; Males; Parent Child Relationship; Parent Role; Social Services; Young Adults

This document reports on the collaborative effort of eight community foundations across the country in a demonstration project aimed at encouraging agencies which already work with teenage mothers and their children to extend services to teenage fathers and prospective fathers. The program described offered the young men a range of services to increase their potential for contributing to the financial support of the child, the social and emotional development of the child, the child's health, and family planning. It is noted that the young men who used the program came from a wide variety of cultural and ethnic backgrounds; were poor, often uneducated, and often unemployed; and were committed to their female partners and children. Components of successful programs are discussed, including a committed administrator, comprehensive services, and a realistic caseload. Counseling, assistance in returning to school or completing diploma requirements, and job training/referral are presented as highlights of the program. This report is divided into sections discussing the problem, goals, participants, documentation process, development of the collaboration, myths surrounding teenage fathers, and critical ingredients of service programs for teenage fathers. A reference list and agency/funding source descriptions are appended. (ABL)

ED 270 728 CS 008 472

Rush, R. Timothy; And Others

Occupational Literacy Education.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-969-4
PUB DATE- 86
NOTE- 168p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139 (Book No. 969, $6.75 member, $10.25 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Job Skills; *Language Skills; *Literacy; Oral Language; *Reading Skills; Teaching Methods; *Technical Occupations; *Vocabulary Development; Vocational Education; Writing Skills
IDENTIFIERS- *Job Literacy

Intended for teachers of adult basic education as well as teachers in job retraining programs, this book focuses on the development of written and oral language competencies required in occupational and training settings. The first four chapters offer a concise synthesis of recent research on adult learning and on workplace literacy for ten occupations: account clerk, auto mechanic, draftsman, electrician, heating/air conditioning mechanic, industrial maintenance mechanic, licensed practical nurse, machine tool operator, secretary, and welder. The fifth chapter presents instructional strategies and techniques for the development of job related skills in these occupations, and the sixth chapter discusses methods and information for technical vocabulary development. The appendixes include lists of high frequency and technical words often used in the ten occupations. (HOD)

ED 270 772 CS 209 821

Palen, John
Dioxin in Midland: A Case Study of Press Coverage of Expert Disagreement.
PUB DATE- 6 Aug 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Chemical Industry; *Conflict; Journalism; Media Research; *News Reporting; *Opinions; Pollution; *Scientific Attitudes; Scientific Concepts
IDENTIFIERS- *Dioxin; *Experts

Drawing from articles appearing in several national publications about the dioxin contamination found in Midland, Michigan, in 1983, a case study examined how the publications handled the phenomenon of expert disagreement concerning the nature of dioxin. Specifically, it examined how the publications handled expert disagreement about (1) the way dioxin gets into the environment, (2) whether it causes cancer in humans, (3) whether it causes birth defects or miscarriages in humans, (4) the significance for human health of studies showing dioxin has severe and acute health effects in animals, and (5) the implications of regulation of the substance. The study discovered that some of the publications obscured the existence of disagreements among scientists or made no attempt to account for it, while others attempted to explain it by suggesting that one side or another was irrational or psychologically disturbed, that the science used by one side was incompetent, or that the science used was corrupted by politics, economic pressures, or a commitment to corporate power. The study concludes that journalists can benefit from the review of studies in disciplines other than journalism showing that expert disagreement is a normal aspect of science that can be accounted for in a number of ways. (FL)

ED 270 787 CS 209 858

Chiseri-Strater, Elizabeth

Lost Voices.

PUB DATE- Mar 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Cognitive Development; College Students; Developmental Psychology; *Developmental Stages; Higher Education; *Sex Differences; Student Motivation; *Writing Instruction; Writing Processes
IDENTIFIERS- Cognitive Psychology; *Writing Topics

Different writing voices are linked to early adult developmental issues that are gender-related. Research by Donald Graves has shown that gender affects topic choice in girls' and boys' writing as early as age seven. Adult developmental theories provide frames for looking at the growth potential of writers and locating gender-related issues. The work of Erik Erikson suggests that identity is the main concern of most college-age students. Centering workshop discussions, therefore, in a composition class not only on a writing problem but also on a life-stage experience involves more students and encourages higher level thinking. In addition, William Perry's schema of intellectual development used in a writing course challenges the students to examine their own thinking processes. An examination of the differences in choice of topics between men and women reveals that men tend to write about abstract topics, the ethic of rights for instance, whereas women tend to write about more personal topics, such as relationships with others. Nona Lyons's research suggests that male students describe themselves in terms that are separate and objective, while females describe themselves in terms of connectedness. If writing assignments are predominantly about personal experiences then male voices will not be heard at their best, and no voices should be left unheard. (SRT)

ED 270 801 CS 209 886

John, Jeffrey Alan
Images of Democracy: An Analysis of Photos Published during and after Argentine Military Rule.
PUB DATE- Aug 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; Comparative Analysis; Content Analysis; Democracy; Foreign Countries; *Media Research; *Newspapers; News Reporting; *Photography; *Photojournalism; Totalitarianism
IDENTIFIERS- *Argentina

Noting that efforts of governments to control newspapers are more problematic where news photographs are concerned, a study compared the news photos printed in an English-language Argentinian newspaper during and after a period of totalitarian rule. The study sample was a simulated "week" of issues, consisting of one day from each month for the first seven months of 1981 and 1985. (Argentine democracy was resorted in 1983). Photographs from each issue were categorized by source and by content. To determine content, two categories were used: photographs considered politically sensitive, such as pictures of political or governmental activity, and "all others," which included spot news, mug shots, and public relations photographs. The results indicated notable differences in the types of photographs published, depending on the government under which the paper was operating. The photo sources indicated an editorial move away from substantial reliance on photos of people and events outside of Argentina (Reuters News Service) toward the use of domestic Argentinian news photos by two Argentine news services once democracy was restored. The cross tabulation of photos by content under the two governments was equally interesting, but less clearly defined. A rather small number of photos was judged politically sensitive in the samples from both governments, but the use of politically sensitive photos doubled under democratic rule. (HTH)

ED 270 815 CS 209 918

Reither, James A.
Academic Discourse Communities, Invention, and Learning to Write.
PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Education; *Discourse Analysis; Higher Education; *Intellectual Disciplines; *Rhetorical Invention; *Workshops; *Writing Instruction
IDENTIFIERS- *Academic Discourse Communities

An academic discipline is created and embodied in discourse, which functions on two dimensions: the global, disciplinary level suggested by T. Kuhn and others, and the local, institutional level, such as the workshop or laboratory where practitioners carry on the discipline's day-to-day business of research, teaching, and writing. The discipline authorizes the activities of the workshop, and in so doing both drives and constrains it. The workshop, on the other hand, feeds and shapes the discipline. Thus the relationship between the discipline and the workshop is reciprocal. In the workshop, practitioners function as investigators or gatherers and as members of the discipline they function as reporters or negotiators of the results of inquiry. Workshop language tends to be explanatory, private, and opinionated, rather than presentational, public, reasoned, and altruistic. In most composition texts, invention is viewed as a private--rather than social--act, but information, ideas, and arguments result from interaction with peers in workshops and with the literature of the discipline. Furthermore, learning to write means discovering that written texts are conversational utterances and understanding the power of written texts to develop new knowledge, to change others' behavior and beliefs, and to establish social-professional relationships in situations where learning and intellectual identity matter. (SRT)

ED 270 829 CS 505 314

Williams, M. Lee; Wiatrek, Deborah

An Analysis of the Communication Systems of Part and Full-Time Instructors in Community Colleges.

PUB DATE- May 86
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 27-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); Community Colleges; Comparative Analysis; *Full Time Faculty; Job Satisfaction; *Organizational Communication; *Part Time Faculty; Peer Relationship; Two Year Colleges
IDENTIFIERS- *Communication Patterns; Communication Strategies

A study was conducted to determine the differences in the communication systems of part- and full-time faculty in community colleges, and, if the communication system of part-time college faculty is significantly different from that of full-time faculty, what can be done to improve communication with part-time faculty in community colleges. One hundred one part- and full-time speech and English instructors from three community colleges were surveyed, using packets containing four evaluation instruments. Seventy-two surveys were returned. Although previous non-empirical investigations of community college faculty have suggested an overall lack of communication between part-time and full-time faculty and between part-time faculty and administration, this study only partially supported that supposition. Results revealed that even though part-time faculty did not express significantly more overall information uncertainty than did full-time faculty, part-time faculty wanted much more face-to-face communication with other faculty members as well as more contact with their immediate supervisor. Eight suggestions for improving communication for part-time faculty based on the study are offered. Data tables and references are appended. (DF)

ED 270 856 EA 018 534

Rochelle, Nola K.; Woolley, Dale C.

Managing a Competency-Based Curriculum and Assessment System, 1965-1985.

Newport-Mesa Unified School District, Newport Beach, Calif.
PUB DATE- 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Competency Based Education; Elementary Secondary Education; Minimum Competencies; *Program Development; Student Evaluation; Teacher Participation
IDENTIFIERS- *Newport Mesa Unified School District CA

This report describes the development of the competency-based education system currently used in the Newport-Mesa (California) Unified School District. The system's four stages of development--covering philosophy, competencies, assessment, and curriculum--stretched over 15 years, and the philosophical impetus for developing such a system took root even earlier. Twenty-one specific activities and accomplishments of this developmental process are identified and discussed in this report. These activities included assessment of community needs, clarification of the schools' responsibilities in a statement of educational principles, the creation of teacher committees to develop continua of objectives in the 12 skill areas identified, the appointment of committees to prepare assessment items in the 12 areas, assessment at the district and student levels to monitor progress, the development of teacher and parent support packages, the selection and assessment of minimum graduation competencies, the specification of grade level and subject area competencies and tests, and the establishment of a remediation program. Samples of materials used in these activities, or used for clarifying or expressing the results of these activities, are appended as exhibits. (PGD)

Russ-Eft, Darlene F.; Rubin, David P.
Establishing Priorities among Issues in Education.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
REPORT NO.- AIR-SAGE-TR-5
PUB DATE- Jul 79
NOTE- 34p.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Evaluation Methods; *Needs Assessment; Policy Formation; Research Methodology
IDENTIFIERS- National Center for Education Statistics; *Policy Issues; Policy Research

This report describes a technique for establishing relative priorities among policy issues that have been systematically identified in and extracted from written documents. The method involves assigning values to five factors that affect an issue's priority. These factors are: uncertainty, or the degree to which information is lacking; imminence, or the degree to which responses must be made quickly; the probability of change in the policies or practices affected by the issue; the scope of the change; and sensitivity to information, or the degree to which new information can alter decisions. Each factor is given values on a scale from 1 to 3 (low to high degree of impact), and the values are simply multiplied by each other to provide a score. The report reviews the background to the development of the technique, discusses briefly the identification of policy issues, describes the reasoning behind selection of the factors incorporated in the technique, considers modification of the technique by weighting critical factors, comments on assessing the values to be assigned to the factors, provides two examples of application of the method, and notes strengths and weaknesses of the process. An appendix provides further information on the system for identifying and prioritizing policy issues as developed by the Statistical Analysis Group in Education. (PGD)

ED 270 939 EC 182 940

Giangreco, Michael F.
Prioritizing Instructional Needs of Learners with Severe Handicapping Conditions.
PUB DATE- Jan 86
NOTE- 21p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Elementary Secondary Education; *Individualized Education Programs; *Instruction; Needs Assessment; Program Development; *Severe Disabilities

The article focuses on a practical prioritization process as a method to bridge the gap between assessment and planning of individualized education programs for severely handicapped students. This prioritization process is based upon a set of criteria agreed to by planning teams which include educators, related service personnel, and families. This process increases the probability that contextually relevant plans will be developed to assist persons with severe handicapping conditions to maximally participate in a variety of least restrictive, integrated environments. Analysis criteria are organized in a grid for environmental and traditional cognitive domains such as reading and mathematics skills. Cognitive curricular components would then be taught via functional activities. Application of the problem solving approach to other special education needs is discussed. References and figures are appended. (Author/CL)

ED 270 565 CE 042 851

Lolla, Raymond S.

The Development of Three (3) Information Brochures Describing the Basic Cultural Differences That Exist among the Prominent Bilingual Groups in Eastern Pennsylvania. Final Report.

Temple Univ., Philadelphia, PA. Dept. of Vocational Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 7 Jul 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Bilingual Education Programs; *Cambodians; Cultural Background; *Cultural Differences; Cultural Traits; English (Second Language); Ethnic Groups; Indochinese; *Laotians; *Limited English Speaking; Minority Groups; Postsecondary Education; Second Language Instruction; Teaching Methods; *Vietnamese People; Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Pennsylvania (East)

The purpose of this project was to develop three mailing brochures that would describe the basic cultural differences that exist among the prominent bilingual groups in Eastern Pennsylvania. These brochures could be used to enhance the vocational education environment by providing the vocational instructor working with limited English speaking (LES) students with information that could facilitate learning. A survey was conducted to identify the prominent bilingual groups in Eastern Pennsylvania. The project used an advisory committee. Consultants were identified to collect, write, and edit each of the brochures. Each consultant was commissioned to prepare a rough draft for each cultural area. The format of the brochures was standardized and approved by the Bureau of Vocational Education, and the rough drafts were reviewed by selected vocational education instructors. Once the brochures were finalized, an announcement of their availability was sent to each vocational director and adult vocational teacher in Eastern Pennsylvania. (This final report includes extensive appendixes that contain the discussion of format for the brochures; a list of the advisory committee; a list of the members of the Southeast Asian Mutual Assistance Association; manuscripts and actual copies of the information brochures for Cambodians, Laotians, and Vietnamese; and a list of the project consultants.) (Author/KC)

ED 270 842 EA 018 516

Murnane, Richard J.; Cohen, David K.
Merit Pay and the Evaluation Problem: Understanding Why Most Merit Pay Plans Fail and a Few Survive.
SPONS. AGENCY- Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
PUB DATE- Aug 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Educational Economics; Elementary Secondary Education; *Incentives; *Merit Pay; *Public School Teachers; School Community Relationship; School Districts; School Support; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Motivation

Merit pay for teachers is often proposed as a compensation system that will enable public schools to motivate teachers to pursue organizational goals. Yet the promise of merit pay is dimmed by knowledge of its history: most attempts to implement merit pay for public school teachers over the last 75 years have failed. The first part of this paper uses microeconomics to explain the failures of most merit pay plans, and to show that merit pay, even taken on its own terms, does not provide a solution to the problem of how to motivate teachers. The second part investigates why merit pay survives in a very few school districts. The analysis is based on interviews with teachers and adminstrators in six school districts with enduring merit pay plans. The interviews indicate that in these exceptional districts, merit pay contributes to solving problems quite different from the problem of motivating teachers. These problems include (1) how to support good teachers who differ in their relative needs for income and free time; (2) how to encourage meaningful dialogue between teachers and administrators on issues such as instructional evaluation, and (3) how to build community support for schools. References are included. (TE)

ED 270 882 EA 018 567

Alessi, Samuel J.; And Others
A New General Education: Responding to the Changing Family and Society.
PUB DATE- 4 Mar 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Innovation; Educational Trends; Elementary Secondary Education; *Futures (of Society); *Humanistic Education; School Community Relationship; *School Responsibility; *Social Change; Social Responsibility

Educational changes in the form of curriculum development are needed in response to post-industrial socioeconomic shifts that have created a legacy of future problems for today's students. "A new general education" must prepare youth to cope with societal issues and define values for a humane world. Educators should consider futurists' declarations that solutions for problems can no longer be discovered in past experience and knowledge. Development of a desirable future depends on recognition of serious world problems, initiation of value changes that produce a livable world, and acceptance of responsibility for promoting those values, particularly in the schools. A list of "shifting values toward a new age" is divided into sections for "industrial age values" and "new age values," with 15 contrasting values in each category developed in subsequent analysis. For example, the industrial age value of "conspicuous consumption" is opposed by the new age value of "enoughness consumption." In conclusion, schools have responsibility to inform both learners and community about issues emanating from changing values and to address local and global problems through systematic curriculum planning. (CJH)

ED 270 896 EA 018 591

Fenton, Edwin; Wasserman, Elsa R.
A Leader's Guide to Improving School Climate through Implementing the Fairness Committee. A Manual for Students and Teachers--(A Community Approach to Resolving Grievances).
Cambridge Public Schools, MA.
PUB DATE- Jun 85
NOTE- 75p.
AVAILABLE FROM- Moral Education Resource Fund, Harvard Graduate School for Education, Larson Hall, 12 Appian Way, Cambridge, MA 02138 ($12.00 plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Committees; *Conflict Resolution; *Grievance Procedures; Interpersonal Communication; Participative Decision Making; Policy Formation; Problem Solving; School Policy; Secondary Education; Student Government; Student Organizations; Student Problems; Student Responsibility; *Student Rights; *Student School Relationship; Teacher Student Relationship; Teacher Workshops
IDENTIFIERS- *Fairness; *Fairness Committees; Massachusetts

A fairness committee consists of a group of about 15 people, usually students, teachers, and administrators, who are either volunteers or are elected. This committee tries to improve the overall school climate by improving the quality of relationships between students, teachers, and administrators. It offers a neutral place for individuals to bring complaints of unfair treatment and proposes resolutions to conflicts. It also trains students in conflict negotiation and advocacy skills. This participant's manual grew out of nine years of experience with various forms of fairness committees in a variety of schools, beginning with Cambridge Rindge and Latin School (Massachusetts). The manual consists of two major parts: (1) a teaching guide for leaders of fairness committee training workshops for students and teachers; and (2) a workbook text for workshop participants. Each part is divided into 15 sections for use in 5 meetings, each consisting of 3 sessions. Major topics covered in these meetings include: understanding the term "fairness," developing interviewing and listening skills, defining the parameters of a fairness committee, reviewing examples of previous fairness cases, and making plans to establish a fairness committee in the participants' schools. (IW)

ED 270 909 EC 182 906

Vasquez, Mary Britt; And Others

Training of Trainers: Leadership Training for Administrators of Special Education in Emerging Technology.

Special Education Resource Network, Sacramento, CA. Resource Service Center.

SPONS. AGENCY- California State Dept. of Education. Sacramento. Office of Special Education.

PUB DATE- Nov 85

NOTE- 301p.; Also funded by a Federal VI-D Personnel Development Grant. Presentation at the Annual Convention of the Council for Exceptional Children was based on the document (64th, New Orleans, LA, March 31-April 4, 1986). For related documents, see EC 182 904-905.

GRANT- 029-HH-300-16

AVAILABLE FROM- Special Education Resource Network/Resource Service Center, 650 University Ave. #201, Sacramento, CA 95825 ($30.00).

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Administrator Role; *Computer Managed Instruction; *Databases; *Disabilities; Elementary Secondary Education; *Management Information Systems; *Microcomputers; Program Administration; Word Processing

Developed to fill a gap in preservice and inservice training, the materials focus on training special education administrators and program specialists to use computers in program management. Materials include packets to be reproduced for participants as well as outlines, transparency masters, lists of audiovisual materials, and scripts for trainers. Modules touch on the following topics, providing participant and trainer information for each: software, systems, and hardware; microcomputer word processing; administrative planning; databases; microcomputer spreadsheet systems; programmed administrative applications - Individualized Education Program; and evaluation processes. (CL)

ED 270 924 EC 182 921

Rau, Dorothea N.; And Others
An Assessment of Career Education Needs in North Carolina.
PUB DATE- Oct 85
NOTE- 13p.; Paper presented at the International Conference of the Council for Exceptional Children Division on Career Development (3rd, Las Vegas, NV, October 9-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; *Disabilities; Elementary Secondary Education; *Knowledge Level; Needs Assessment; *Social Adjustment; *Special Education; State Surveys; Teacher Characteristics; Teacher Education
IDENTIFIERS- *North Carolina

An assessment of the career education needs of exceptional and special needs students was completed by 57 directors of special education and 1,826 teachers in North Carolina, representing 57 of the 140 local education agencies in the state. The survey measured actual and needed career education emphasis within social adjustment training (SAT) and application of career education knowledge (ACEK). Demographic information covered years of teaching, level of teaching, type of setting, sex of teacher, and previous experience for obtaining information about career education. Generally, respondents reported differences and needed content in career education. There were significant differences for SAT and ACEK across actual and needed dimensions for the respondent's position. Teachers, for example, rated their school higher on actual career education emphasis on SAT and ACEK and felt that more instruction was needed than did administrators. Seventy percent could not specify whether their school had an appointed coordinator of special education. Findngs suggested the need to focus on ACEK in the schools as well as in teacher education programs. (CL)

ED 270 593 CE 044 535

Clelland, Alastair

Control via Budgets. Supervising: Economic and Financial Aspects. The Choice Series #71. A Self-Learning Opportunity.

Northern Regional Management Centre, Washington (England).

SPONS. AGENCY- Manpower Services Commission, London (England).

REPORT NO.- ISBN-0-948023-31-7

PUB DATE- 85

NOTE- 97p.; For related documents, see ED 266 310-312, ED 268 236-263, and CE 044 534.

AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear NE38 7ST, England ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Behavioral Objectives; Budgeting; *Budgets; *Costs; Foreign Countries; Learning Activities; Management Development; Self Evaluation (Individuals); Student Evaluation; *Supervision; Supervisor Qualifications; *Supervisory Methods; *Supervisory Training

IDENTIFIERS- *Control Mechanisms (Administrative); Great Britain

This learning unit on control via budgets is one in the Choice Series, a self-learning development program for supervisors. The purpose of the approximately eight-hour-long unit is to enable the supervisor to describe what a budget is, provide the information required to prepare budgets, understand how budgets are used, and use budgetary control techniques. An introduction provides an overview of the unit and lists unit objectives. Parts A through D contain informative material, activities and answer keys, self-checks and answer keys, and a summary. Topics include the definition of a budget, preparation of budgets, using budgets, and standard costing. Part E contains performance checks--an end check to be completed alone, a tutor check, and a work-based project. Part F consists of a brief unit review, extensions (print sources of additional information, such as units or sections in books), and a list of references. (YLB)

ED 270 659 CG 019 112

Renninger, K. Ann; Winegar, Lucien T.
Organization of Teacher-Student Interaction: Differential Constraining Progressive Empowerment.
PUB DATE- Aug 85
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; *Interpersonal Communication; *Learning Processes; Learning Theories; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- Experts

Relationships such as caretaker-child, therapist-client, and teacher-student can be considered to be expert-novice interactions. In these relationships there is a complementarity between differential constraining of information by an expert and progressive empowerment towards learning of the novice. The expert organizes information for the novice so that the novice can assimilate the knowledge of the expert. The extent of expert-influenced learning by a novice depends on the expert, the novice, and the organization of their interaction. Characterizing teacher-student interactions as emerging, complementary, and dynamic processes emphasizes the importance of constraining in knowledge acquisition. Reconceptualizing interactions between teachers and students in terms of constraining enriches both research and instructional strategy. This approach emphasizes the joint interaction of teachers and students, rather than the individual actions of either. (ABL)

ED 270 673 CG 019 127

Ortiz, Elizabeth T.; Bassoff, Betty Z.
Adolescent Welfare Mothers: Lost Optimism and Lowered Expectations.

PUB DATE- Oct 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Early Parenthood; Expectation; Feminism; High Schools; *High School Students; *Mothers; *Pregnancy; Values; Values Education; *Welfare Recipients

Early pregnancy and parenthood are established indicators of high-risk status for both mother and child with regard to future health problems, poverty, and child abuse and neglect. A study was conducted to describe the views of a sample of teenage Aid to Families with Dependent Children (AFDC) mothers. Subjects (N=53) were urban teenage mothers receiving AFDC who volunteered to be interviewed. The results revealed that most of the women felt they had employable skills and almost one-half were looking for work. Premarital sex was overwhelmingly acceptable to the mothers. Mothers supported having and keeping the baby if a teenager became pregnant. Almost all mothers thought teenagers should use birth control. Mothers felt that a double standard existed when teenagers became parents; the father was more likely to be admired and less likely to be looked down upon than was the mother. Almost one-half of the mothers did not consider parents to be sources of guidance. A comparison study used students (N=409) in high schools in the same neighborhoods as the welfare mother sample. More teenage mothers saw themselves as single parents or married in 10 years than did non-parents. Non-parents expressed more perceived control over their lives and were less likely to have no specific career goals. Teenage mothers had less support for finishing high school from their parents and boyfriends. A system of comprehensive, continuous services for teenage mothers with a preventive and developmental thrust is needed. (ABL)

ED 270 687 CG 019 144

Rabin, Adele S.

Selective Memory in Depression: Memory Deficit or Response Bias?

PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Association for the Advancement of Behavior Therapy (Houston, TX, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; *Depression (Psychology); Females; Individual Differences; Institutionalized Persons; *Memory; Psychiatric Hospitals; *Recognition (Psychology); *Self Evaluation (Individuals)
IDENTIFIERS- *Negativism; *Selective Attention

The research looking for cognitive factors specific to depression has resulted in the consistent finding that memory in depression is selective. The phenomenon of selective memory for negative events in depression was investigated using signal detection methods to separately examine the contributions of information processing deficits and response biases. The recognition memory performances of three psychiatric inpatient groups and a control group were compared for stimuli of depressed and nondepressed content under conditions of subject bias and experimenter bias. Subjects were 16 currently depressed, 16 previously depressed, and 16 nondepressed voluntary, female psychiatric inpatients at a private hospital in New England and 16 nonpsychiatric, nondepressed female hospital staff members. Subjects made self-descriptive ratings on 20 depressed and 20 nondepressed content adjectives which comprised the target memory set. Adjectives were then randomly assigned to one of two lists with each list containing equal numbers of depressed or nondepressed content targets and distractor adjectives which were semantically related to target adjectives. Adjectives were presented for recognition and subjects indicated whether the adjective was one they had rated. The findings suggest that a liberal response bias may explain selective memory for depressed content material in both depressed and previously depressed groups and appears to be depression specific. However, the selective memory of nondepressives for nondepressed content material appeared to be due to an information processing strategy which differed from that of depressives. (NB)

ED 270 701 CG 019 158

Sarvela, Paul D.; McClendon, E. J.
Early Adolescent Substance Use/Abuse in Rural Northern Michigan.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related document, see CG 019 159.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Age Differences; Alcoholic Beverages; Drinking; *Drug Use; Junior High Schools; Marijuana; Middle Schools; *Preadolescents; *Rural Population; *Sex Differences; Smoking
IDENTIFIERS- Michigan; *Substance Abuse

Basic research and programs in substance abuse dealing directly with rural and small town populations lag far behind those aimed at urban groups, in both quality and quantity. A study was conducted to identify factors related to substance use by a preadolescent and early adolescent rural and small town population. Data were collected from 496 middle school students in rural Northern Michigan during October, 1981. Student responses concerning drug knowledge, personal drug use, peer drug use, moral issues, and drug health beliefs and attitudes were analyzed. The results of the survey suggest that a multitude of mood-modifying substances are being used by the early adolescents studied. Age was found to be the most important single indicator of drug use, but sex differences were also found to be related to drug use. A steady increase was found for alcohol and cigarette use in this sample with respect to age, while marihuana consumption increased significantly betwen the seventh and eighth grades. Sex was an important variable when related to the use or non-use and to the extent of use of certain drug substances. Girls reported more substance use than boys, possibly due to the earlier maturation of girls. Because drug use behaviors in general are perceived as "adult" behaviors by adolescents, usage increases as peer group expectations of adult behaviors increase. These results suggest that sex and grade level strongly influence an individual's decision to use a particular substance. (NB)

ED 270 715 CG 019 256

Schools without Drugs. What Works.

Department of Education, Washington, DC.

PUB DATE- 4 Aug 86
NOTE- 94p.
AVAILABLE FROM- Schools Without Drugs, Pueblo, CO 81009 (free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Children; Community Role; Drinking; Drug Abuse; *Drug Use; Elementary Secondary Education; *Parent Role; *Prevention; *School Role; Student Responsibility

This book focuses on the prevention of drug and alcohol use by children. It is intended for use by parents, teachers, students, religious and community leaders, and others interested in drug prevention. The book, which begins with a letter by Nancy Reagan and an introduction by Secretary of Education, William J. Bennett, stresses the seriousness of the drug problem. A section on children and drugs examines the extent of drug use among young people, explains how drug use develops, describes the effects of various drugs, and discusses drug use and learning. Two fact sheets, "Drugs and Dependence" and "Cocaine: Crack," are included. The section on a plan for action contains separate recommendations on what can be done by parents, schools, students, and communities. Suggestions for parents involve instilling responsibility, providing supervision, and recognizing drug use. A fact sheet on signs of drug use is included. Schools are given recommendations on how to assess the problem, set and enforce policy, teach about drug prevention, and enlist the community. Fact sheets on legal questions and selecting drug prevention materials are included. Five school programs are profiled to illustrate how communities can develop and implement effective drug education and prevention policies. Suggestions for students involve learning the facts and helping to fight drug use. Communities are encouraged to provide support and to use tough law enforcement. Three special sections conclude this report: (1) teaching about drug prevention; (2) how the law can help; and (3) resources, which contains information on specific drugs and their effects, sources of information and numerous references under 11 headings. A four-page news release summarizing the book is also included. (NB)

ED 270 729 CS 008 473

Hynd, Cynthia R.; And Others
Reader Response in the College Developmental Classroom. College Reading and Learning Assistance Technical Report 86-01.
Georgia State Univ., Atlanta.
PUB DATE- Dec 85
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Higher Education; *Reader Response; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Processes; *Reading Research; Reading Skills; *Reading Strategies
IDENTIFIERS- Fish (Stanley)

A study tested the validity of arguments leveled against reader-response methods of reading instruction, which--if these criticisms are correct--would produce lower comprehension scores on objective tests and less accurate recall from students. Subjects, 84 college freshmen in four developmental reading classes, were taught using one of four methods of instruction: read-respond (using a five-step technique compatible with Stanley Fish's theory of interpretive communities), read-take notes, read-lecture, and read-discuss. All students read the same narrative and expository materials. They were then tested using a delayed multiple-choice test and a written free recall. Results showed no significant differences among groups regarding multiple-choice test performance. However, significant differences were found in three areas: (1) total number of ideas recalled for both narrative and expository materials, (2) number of correct ideas recalled for both narrative and expository materials, and (3) total incorrect statements for narrative text. These results indicate that reader-response techniques (including interpretations by peers, teachers, scholars, and critics) proved as successful as more traditional methods in facilitating objective comprehension and accurate recall of ideas. Further research on reader-response techniques is needed. (A description of the five-step technique used, a three-page list of references, and a master list of project-related technical reports are appended. (LLZ)

ED 270 744 CS 209 687

Galvan, Max
The Writing Processes of Spanish-Speaking Bilingual/Bicultural Graduate Students.
PUB DATE- 26 Feb 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biculturalism; *Bilingualism; Cognitive Processes; Cultural Background; *Cultural Influences; English (Second Language); Ethnography; Higher Education; Interference (Language);

Language Processing; *Spanish Speaking; *Writing Processes; *Writing Research; *Writing Skills

Using ethnographic methodology, a study investigated the writing processes, in English, of 10 Spanish-speaking bilingual/bicultural graduate students and the possible influence of their linguistic and cultural backgrounds upon these processes. All subjects had been born and initially schooled through the twelfth grade in Latin America, and had been residents in the United States for an average of 19 years. Data were collected through interviews and observations of the writers in naturalistic environments. In addition, each writer was directed to compose (aloud in two instances) three different essays about (1) a personal experience, (2) a topic selected by the researchers, and (3) an article read previously. Findings revealed that the writing in English by these students was in large part controlled by their acquired and native language, thought, and culture. Further, their writing processes appeared halting, recursive, and doubt-riddled. The findings also showed that they basically wrote in three modes: expressive (focus on culture), instrumental (focus on language), and technical (focus on thought). (HOD)

ED 270 759 CS 209 793

Paxman, David B.
Secondary Writing Instruction in Samoa and Tonga.
PUB DATE- Nov 84
NOTE- 27p.; Paper presented at the Annual Meeting of the Hawaii Council of Teachers of English (Honolulu, HI, November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Ability; English Instruction; Foreign Countries; Foreign Students; Higher Education; Secondary Education; Second Language Instruction; Second Language Learning; Student Attitudes; *Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- *Samoa; *Tonga

To understand the goals and methods of writing instruction in Samoa and Tonga, a study involved (1) a survey of the literature on communication in those countries, (2) an interview of 40 Brigham Young University-Hawaii Campus students from those two island nations, (3) travel to Samoa and Tonga to interview teachers, (4) a survey of instructional materials, (5) an examination of textbooks and yearly teaching plans, (6) observation of English classes, and (7) collection of writing samples. The analysis of writing behavior and writing instruction included observations of writing attitudes, writing habits, and cognitive skills, and also considered the New Zealand School Certificate Exam--the major instrument of academic evaluation in Samoa and Tonga--which has an adverse effect on teaching practices. Findings of the study indicate that writing is perceived as a school skill, the culture places a higher value on speaking and listening than upon writing, students learn English while they are learning to write in English, and students operate with limited awareness of communication patterns and strategies. Also, writing tasks are undertaken at one sitting with a definite time limit; much emphasis is placed on form, expression, and correctness; and cognitive skill is the weak domain in these students' writing. To help students, teachers need to know what students think about writing and what has been taught to them in the past. (SRT)

ED 270 773 CS 209 824

Drechsel, Robert E.
Communicating the Law: Factors Influencing Judges' Interaction with the News Media.
PUB DATE- Aug 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Court Judges; Court Role; Courts; Interaction; *Interaction Process Analysis; Interpersonal Relationship; *News Media; Newspapers; News Reporting

All 199 circuit court judges in Wisconsin were surveyed to explore the relationship between judges and the news media, to determine how judges communicate with the public through the news media, and to examine the influence of individual, organizational, and institutional variables on judges' use of the news media as a link with the public. Results of 148 completed surveys indicated that, in terms of judges' cooperation with the news media, judges' age and experience, time, and work and ethical constraints are important factors, along with the mere presence of local media. In addition, it appeared that accountability most affects judges' use of the media to receive information from the public rather than to send information to the public. One unexplained finding is the positive correlation between cooperativeness and judges' having experienced adverse publicity. One theory is that judges who are victims of bad publicity may be unresponsive when asked for help, but they may volunteer assistance to defend themselves or to keep the flow of information as much as possible on their own terms. (DF)

ED 270 788 CS 209 859

Stiggins, Richard J.; And Others

Measuring Thinking Skills in the Classroom: A Teacher's Guide. Final Report of the Regional Study Award Project.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 58p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; Divergent Thinking; *Educational Assessment; Educational Planning; Elementary Secondary Education; *Evaluation Methods; Evaluative Thinking; Inferences; Language Arts; Logical Thinking; *Measurement Techniques; Problem Solving; Recall (Psychology); Science Instruction; Social Studies
IDENTIFIERS- *Thinking Skills

Designed to contribute to the growing effort to teach critical thinking skills, this guide provides teachers with (1) a simple, usable set of definitions for recall, analysis, comparison, inference, and evaluation; (2) brief explanations of three common forms of classroom assessment (oral questioning during instruction, paper and pencil objective test items, and performance assessment); and (3) a planning strategy for crossing levels of thinking skills with forms of classroom assessment in a way that uses assessment to promote student skill in higher level cognitive operations. For purposes of illustration, the guide includes a range of examples of assessments for all grade levels covering concepts taught in science, social studies, and language arts (composition and literature). The guide also provides space for users to fill in examples relevant to their particular subject areas. (HOD)

ED 270 871 EA 018 556

Guthrie, James W., Ed.; Kirst, Michael W., Ed.

Data-Based Accountability in Education.

California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Berkeley, CA.; Stanford Univ., Calif. School of Education.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-84-4
PUB DATE- Jun 84
NOTE- 136p.
AVAILABLE FROM- Publication Sales, PACE--Policy Analysis for California Education, 3659 Tolman Hall, Department of Education, University of California, Berkeley, CA 94720 ($6.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Data Collection; Data Processing; *Educational Assessment; Educational Policy; *Educational Quality; Elementary Secondary Education; *Information Systems; Merit Rating; Recognition (Achievement); School Effectiveness
IDENTIFIERS- California

The policy papers included in this package address various facets of the topic of data-based accountability for education in California. Guy Benveniste of the University of California, Berkeley, School of Education explores the underlying issue of accountability and describes the implications of different types of accountability measures. In "New Directions for State Education Information Systems," Michael Kirst of Stanford University's School of Education argues for a state "information czar" who would coordinate and integrate the various "data streams" that are currently collected and disseminated in a fragmented fashion. An argument for identifying and rewarding merit schools, rather than merit teachers, is presented by Walter I. Garms of the University of Rochester. Garms discusses methods of measuring merit and specific indicators of merit, arguing that schools need freedom to manipulate resources to achieve desired results. Gene Dawson of the School of Education at Berkeley describes how data are collected for the California Basic Educational Data System, and offers suggestions for improving reliability. Edward Haertel of Stanford University discusses general problems of measuring the effects of reform, and David Stern of the University of California at Berkeley further explores the merit school concept and discusses issues related to California's new "quality indicators" program. References are included for each paper. (TE)

ED 270 940 EC 182 941

Sitko, Merrill C.; And Others
The Robarts Study: A Survey of School-Age Hearing Impaired Children.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-0718-8
PUB DATE- 85
NOTE- 42p.
AVAILABLE FROM- Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8 Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Demography; Elementary Secondary Education; Foreign Countries; *Hearing Impairments; *Incidence; Parent Attitudes; *Private Schools; *Services; Special Schools
IDENTIFIERS- *Ontario (London); Robarts School ON

The report presents findings of a study designed to identify the numbers of hearing impaired students within one area of London, Ontario, and to analyze the levels of services afforded them. Twenty-five superintendents of special education were interviewed regarding numbers of hearing impaired students, types and numbers of staff, types of services provided, attitudes regarding accommodation of hearing impaired students, and possible changes in service provision. Results revealed information on distribution of hearing impaired students (location, age, degree of loss, other handicaps, grade level, and program). In addition, 126 parents were interviewed regarding pupil needs, feelings toward a private school (the Robarts School), social considerations, and career goals. It was concluded that most parents supported the concept of mainstreaming, that parents had minimal knowledge of the Robarts secondary program, and that, in line with the recommendations of superintendents and educators, a new or revised focus should be instituted for the Robarts School. The survey instruments and the pupil documentation sheet used in the study are appended. (CL)

ED 270 579 CE 044 512

Guidelines and Standards for Proprietary Schools.

Georgia State Dept. of Education, Atlanta. Office of Planning and Development.

PUB DATE- 86
NOTE- 31p.; Printed in colored ink on colored paper. Supersedes ED 228 702.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Advertising; Certification; Check Lists; Credentials; Educational Finance; Educational Policy; Equipment Standards; *Evaluation Criteria; Postsecondary Education; *Proprietary Schools; Recordkeeping; *State Standards; Student Recruitment
IDENTIFIERS- *Georgia

This guide contains information pertaining to the law, rules, regulations, and standards of practice that apply to proprietary schools operating in Georgia, as provided in the Georgia Proprietary School Act (O.C.G.A. Section 20-4-60 and following, Georgia School Laws). The guide has been adopted by the Georgia Board of Education and is used in the evaluation and regulation of proprietary schools. The guide is organized in two sections. The first section contains guidelines for the operation of proprietary schools, including information on definitions, exemptions, general provisions, certificates of approval, and schedule for determining bond amount. The second section contains the minimum standards for operation of proprietary schools, set in the format of an evaluation checklist. The standards cover policies and procedures (disclosures, refund policy, placement assistance); curriculum, instruction, and academic subjects; facilities and equipment; personnel; records and financial resources; and advertising and representation (recruiting, financial assistance, accreditations, transfer of credit, and collection and credit practices). Exhibits to prove that the schools are meeting the standards are suggested on the checklist. (KC)

ED 270 607 CE 044 556

Coqblin, A.; Quincy, A.
Teaching Personnel in Initial Vocational Training in France (Conditions of Service, Qualifications, Training Tracks).
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-3802-8
PUB DATE- 83
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Apprenticeships; *Educational Change; Foreign Countries; Futures (of Society); Job Training; Postsecondary Education; Secondary Education; *Teacher Education; Teacher Improvement; *Teacher Qualifications; *Teacher Recruitment; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *France

Vocational teachers and trainers in France belong to four groups: teaching personnel employed by the Ministry of Education, teaching personnel in private technical education, teaching personnel in educational establishments accountable to other ministers, and trainers in other bodies (apprenticeship training centers and company training centers). Most teachers and trainers servicing full-time secondary vocational training courses are required to hold a qualification from the higher education cycle. Those servicing practical vocational sections are also required to have practical occupational experience. For teachers and trainers in apprenticeship training centers the recruitment standards are statutorily defined at a lower level. The two recruitment training tracks for trainers are occupational experience or a baccalaureate degree, diploma, or certificate in technical studies. After recruitment, primary emphasis in training is on the pedagogic aspect. Implications of contemporary trends for teaching personnel in establishments run by the Ministry of Education include reorganization of the teacher training system to create uniformity, inservice training to familiarize them with technological advancement, and continuing training provision. General problems facing vocational training are exposing students to technological progress; relating education to work; changing the institutional environment to provide vocational guidance, articulation, and flexible educational approaches; and introducing technological culture. (YLB)

ED 270 633 CE 044 593

Fisher, Gerald P.; And Others

Using CODAP Job Analysis for the Development of Integrated Training Requirements for Three Army Civilian Career Fields.

PUB DATE- 17 Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment Qualifications; *Government Employees; *Job Analysis; Job Skills; Job Training; *Military Training; *Occupational Information; Postsecondary Education; Program Improvement; *Training Methods
IDENTIFIERS- *Army; *Comprehensive Occupational Data Analysis Programs

A multiuse Comprehensive Occupational Data Analysis Program (CODAP) job analysis is being used to develop training requirements and selection criteria for three interrelated Army civilian logistics career fields. Individual job task lists for the 20 job series within the three career programs were developed. The lists were based on a review of 2,000 position descriptions. After job descriptions are generated for each job series, final job tasks for each series can be delineated, tasks rated for training purposes, and final training activities linked to job tasks. This process consists of five steps: (1) identify core and supplemental tasks; (2) review and rate core and supplemental tasks; (3) specify knowledges and abilities to be rated; (4) rate the knowledges and abilities against the various criteria specified; (5) link the knowledge or ability to tasks. This analysis should provide data for defending job training requests and for building a stronger and more logical Army civilian training structure. (KC)

ED 270 802 CS 209 888

Bohle, Robert H.; Garcia, Mario R.
Reader Reactions to Color in Newspapers.
PUB DATE- Aug 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitude Measures; *Color; *Color Planning; *Design Preferences; *Newspapers; Opinions; *Reader Response; Visual Measures; Visual Perception; *Visual Stimuli

In order to discover reader reactions to color on a newspaper page, specifically eye movement and overall opinion of the paper, identical pages were created and printed by the "St. Petersburg Times" (Florida). The content of fifteen front pages, six lifestyles pages, and three sports front pages were nearly identical, differing only in the kind and amount of color used. These were presented to 83 representative readers from three cities: Richmond, Virginia; Fresno, California; and St. Petersburg, Florida. Subjects' verbal responses to questions about where their eyes first fell and where they fell next were coded by trained interviewers. To test opinions, the subjects rated the pages on 20 word-pair scales, which were divided into five general factors: evaluative, ethical, stylistic, potency, and activity. In another test of opinions, the readers were presented with the five pages in all possible pairs (10) and asked to select one page over the other on a word of interest, such as "important" (e.g., one of the pages would be "more important"). Color clearly made a difference in eye movement, and even though the main photo on all the pages drew the most attention, color reduced its power. The use of color does not seem to lower opinion about the ethical nature of the newspaper, and readers did not make assumptions about believability or importance based on the appearance of the paper alone. But because color does make a paper appear more interesting, pleasant, exciting, and powerful, a publisher might do well to use color, providing that the quality is good. A literature review of the psychological effects of color is included. (SRT)

ED 270 816 CS 209 919

Duke, Charles R.
Effective Inservice: What Does It Take?
PUB DATE- Mar 86
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (5th, Phoenix, AZ, March 20-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; *Inservice Teacher Education; *Models; *Program Design; Teacher Administrator Relationship; Teacher Workshops; *Writing Instruction
IDENTIFIERS- Kentucky (Fort Thomas)

The use of a model of an effective inservice program developed in Fort Thomas, Kentucky, revealed that in order to provide better inservice programs for experienced teachers, the programs should be an assessment of the needs and professional concerns of the teachers as directly expressed by them. Those developing the program should insist on collaboration among all participants in organizing and planning. The focus of the program should be on specifics that may be translated successfully into practice. Inservice should be designed so that it reflects the developmental stages of the teachers involved. For instance, beginning and developing teachers are willing to accept information and advice from authorities, but experienced teachers usually see little need for outside "experts" and would prefer to set up and carry out their own inservice programs. Effective inservice programs will provide opportunities for teachers to reflect and to discuss the merits of what they do and will encourage the establishment of a peer support system that will carry forward the benefits of the inservice. (A detailed schedule of a two-week writing workshop for teachers and students, which was used in the Ft. Thomas inservice program, is included.) (SRT)

ED 270 830 CS 505 316

Perry, David K.

The Image Gap: Toward a Theory of the Effects of International News.

PUB DATE- May 85
NOTE- 35p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; Audiences; Content Analysis; Developed Nations; Developing Nations; *Foreign Countries; Higher Education; *Inferences; Information Sources; Knowledge Level; *Mass Media Effects; *Media Research; *News Media; News Reporting; Public Opinion
IDENTIFIERS- Africa; *Audience Response; Europe

A study tested the hypothesis that highly unrepresentative news stories about foreign nations would have a more damaging effect on the accuracy of inferences formed by United States audiences if the stories concerned developing countries than if they were about developed nations. Subjects, 76 college students, answered questions concerning a nation located in either a familiar or an unfamiliar world region (Europe or Africa), then read or did not read news stories containing highly nonrepresentative information concerning that nation. The results confirmed the hypothesis. They also showed that such stories would increase the confidence people place in their inferences only if the material and peoples' generalizations concerned unfamiliar nations. (FL)

ED 270 843 EA 018 517

Cohen, David K.; Murnane, Richard J.
The Merits of Merit Pay.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
PUB DATE- 85
NOTE- 46p.; For related documents, see EA 018 515-516.
CONTRACT- PR-4433
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Elementary Secondary Education; Incentives; *Merit Pay; Premium Pay; Success; Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Evaluation; Teacher Participation
IDENTIFIERS- Evanston School District IL; Midland Public Schools TX; Virginia Beach Schools VA

A study of six selected school districts that had been using merit pay plans successfully for at least 6 years provided insight into administrative strategies associated with merit pay program success. The researchers visited the districts, interviewed teachers and administrators, and studied local documents. Each district used a unique combination of strategies from a list of four: the programs can involve (1) providing extra pay for extra work rather than for higher performance, (2) involving teachers in the establishment of merit criteria, (3) minimizing the impact of awards by keeping them small or distributing them widely, or (4) keeping the program profile low by limiting publicity or making participation voluntary. In the districts studied, teaching quality was generally high, relations between teachers and administrators were good, morale was high, the communities were economically and socially advantaged, teacher salaries were good, and teacher evaluation criteria were broad and not tied to student performance. The merit pay programs examined seemed to encourage work outside the classroom and useful evaluation of teachers, but appeared to have little direct impact on instructional practice. The programs also seemed to encourage community support by adding to the district's aura of accountability. This report discusses three of the districts in some detail and concludes with a discussion of the ironic finding that merit pay programs may be most successful when conditions exist that are likely to lead soon to the elimination of the programs' value--that is, when most teachers exhibit comparably high merit. (PGD)

ED 270 857 EA 018 535

Garman, Noreen B.
Leadership and the Educative Act: Look toward the Next Century to Ensure Quality Instruction.
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; *Educational Principles; Educational Theories; Elementary Secondary Education; *Foundations of Education; Interprofessional Relationship; *Research Needs; Teacher Student Relationship; Teaching (Occupation)

In response to the broad question of what is needed to ensure quality instruction into the next century, this paper addresses three related issues. First, it is suggested that radically different inquiry and research perspectives, based on the quasi-anthropological concept of schools as culture systems, need to be subsumed into educators' professional consciousness. The need to pay more attention to the quality of life in schools, especially as it relates to collegiality and professional kinship among educators is also stressed. Finally, it is argued that a new paradigm is needed for thinking about instruction. Educators need to abandon the instrumental view of education, which looks at teaching methods or learning outcomes in isolation, and shift their focus of interest to "the educative act," at the zone of interaction between teachers and students. It is concluded that proposing the "dance of the intellect" is a suitable metaphor for the interrelated process of teaching and learning. (TE)

ED 270 910 EC 182 907

Czerlinsky, Thomas
The Assessment of Vocational Decision-Making Problems of Handicapped Students with the Vocational Decision-Making Interview. Final Project Report.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 85
NOTE- 100p.
GRANT- G008300030
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Decision Making; *Disabilities; Scoring; Secondary Education; Student Characteristics; *Test Construction; *Test Reliability; Test Use; *Test Validity; *Vocational Education
IDENTIFIERS- *Decision Making Interview

The project explored the assessment of vocational decision-making capacities of handicapped students within the educational system, specifically the Decision-Making Interview (DMI) instrument. The adaptability, reliability, validity, and utility of the DMI with handicapped secondary students were investigated. Under an instrument adaptation phase and three separate studies, the DMI was modified and then its test-retest reliability and discriminant validity were investigated. A further study investigated the characteritics of the students within these settings, and then determined whether any of these characteristics of the students were related to particular strengths or weaknesses in DMI scores. The results suggested that the DMI is an appropriate instrument for use with special education students. The instrument was reliable in term of correlations between test and retest, utilizing intervals ranging from 2 weeks to 1 full school year. Furthermore, the DMI clearly distinguished between handicapped and non-handicapped special education students, and demonstrated that non-handicapped students scored significantly higher on the DMI scales than handicapped students. A second study demonstrated the criterion-related validity. Significant consistent correlations were found between scores on the DMI and parallel but independent judgements of student on the same dimensions of the DMI provided by evaluators working with the students. Lastly, a study identified a number of salient personal and demographic characteristics of the students significantly correlated with high or low scores on the vocational decision-making dimensions. The appendixes provide the

Vocational Decision-Making Interview form and the Evaluator/Counselor form. (Author/CL)

ED 270 566   CE 044 402

Printing Trades. Suggested Basic Course Outline.

Texas A and M Univ., College Station. Vocational Instructional Services.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 348p.
AVAILABLE FROM- Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843 (Order #16300--$7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Course Descriptions; *Curriculum Development; Entrepreneurship; Equipment Utilization; *Layout (Publications); Learning Activities; Lesson Plans; *Photocomposition; *Printing; *Production Techniques; Secondary Education; Small Businesses; *Trade and Industrial Education

This course outline is intended to assist vocational instructors in developing and teaching a course in the printing trades. The outline, which has been written in accordance with the block progressive method of teaching, addresses the following areas: orientation (a course overview, youth leadership, and theory); layout and design (type, format, and layout); letterpress printing (platen and automatic presses); cold type composition (mechanical, strike-on, phototypesetting, and proofreading techniques); camera operation (line photography, half-tone copy, and color reproduction); techniques of stripping; platemaking methods; offset presses; binderies; and entrepreneurship (economic systems and going into business). Each major block is divided into a series of minor blocks, which are in turn broken down into individual tasks. Each task section includes a task statement, an instructional aim, cross-referenced information outlines, teaching suggestions, and suggested references and aids. Appendixes to the guide include lists of suggested references and guidelines for developing a functional course of study, information on professional services available in Texas, a suggested list of items that should be included when writing specific objectives, and suggested activities. (MN)

ED 270 620 CE 044 572

Feller, Rich
Identification and Evaluation of Assessment Tools Used To Counsel Students Who Enroll in Vocational Education Classes and Programs. Final Data Summary.
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Mar 86
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; *Career Counseling; Computer Assisted Testing; Counseling Effectiveness; Counseling Techniques; Counselor Role; *Evaluation Methods; Interest Inventories; Program Effectiveness; School Counselors; *School Guidance; Secondary Education; *Student Evaluation; Test Selection; *Test Use; *Vocational Education
IDENTIFIERS- Colorado

This study was conducted to determine the effectiveness of assessment tools used to counsel students who enroll in vocational education programs in Colorado. Surveys were developed and sent to the following groups: 60 high school counselors, 20 state supervisors of vocational guidance in the United States, 7 area vocational school counselors, and 14 community college counselors. Results included the following: (1) the personal interview is still the dominant tool used by counseling personnel as they work with students who enroll in vocational education; (2) 63 percent of the schools use other assessment tools--the larger the school, the more frequent the use; (3) no particular test or tests emerged as favorites; (4) the Colorado Occupational Computerized Information System (COCIS) is not used in some of the schools surveyed because of cost; (5) counselors and state supervisors were very positive about the use of tests and assessment tools; (6) because of the limited use of assessment tools reported by school counselors, no generalization nor strong comparisons can be made about either the degree of usefulness or degree of effectiveness of assessment tools used with students who enroll in vocational education. Recommendations were made to encourage more use of assessment tools by such methods as computerized central depositories for dissemination. (The appendix includes abstracts of the most frequently cited assessment tools.) (KC)

ED 270 646 CE 044 624

Road...Maps. Curriculum Activities Guide. Migrant Students Grades K-6. Infused Career Education Plans in Language Arts, Social Studies, Math.

Vineland School District, N.J.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 86
NOTE- 376p.; For curriculum activities guide for grades 7-12, see CE 044 625.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Career Education; Elementary Education; *Elementary School Mathematics; *Integrated Curriculum; *Language Arts; Learning Activities; *Migrant Education; *Social Studies

This curriculum activities guide presents a series of instructional plans for practicing teachers who desire to infuse career education into curricular areas, grades K through 6. Introductory materials discuss the guide's purpose and the instructional thrust of Project MECCA (Migrant Education Counseling and Career Awareness). They also provide teacher's materials such as hints for use of activities, suggestions for field trips, information on and forms for shadowing, and information on group processing tools, such as brainstorming, fishbowl technique, stop action, and role playing. The activity plans are organized by grade levels into language arts, social studies, and mathematics or science. Within these sections are placed activities at differing career or occupational knowledge levels. These activities are to be considered as examples, and teachers are encouraged to use them as templates for

additional teacher-made activities. Each header sheet for an activity plan specifies title; suggested grade level; infusion area; awareness, exploration, and preparation level; goal and objectives for the lesson; list of needed materials; and presentation and evaluation suggestions. A blank section on the right side of the page is designed for teacher comments or notes on adaptation. Some activity plans have accompanying, reproducible worksheets/activity sheets. (YLB)

ED 270 883 EA 018 568

Toepfer, Conrad F., Jr.
Improving Instruction in Middle Level Schools: Implications of Neurological Data for Curriculum Development.

PUB DATE- 16 May 86
NOTE- 44p.; Paper presented to the New England School Development Council Middle School Workshop (Westboro, MA, May 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biophysics; *Cognitive Development; *Curriculum Development; Curriculum Research; Learning Modalities; Learning Plateaus; *Learning Processes; Learning Strategies; *Learning Theories; *Middle Schools; Neurology; Piagetian Theory; Research Needs
IDENTIFIERS- Cognitive Level; *Epstein (Herman T); Neuropsychology; *Piagetian Stages

Implications of biophysicist Herman Epstein's research on brain growth periodization, which develop a neurobiological consideration of learning issues for middle school curricula, have created controversy among educators and stimulus for further research. This presentation (1) summarizes the writer's interpretations of these data and implications for middle level education and considers more recent data reinforcing these findings, (2) raises questions requiring further investigation, and (3) responds to criticism of brain growth periodization data and their suggestions for middle level education. Describing special mind and brain growth periods based on study of brain, skull, and mental development, Epstein has identified both growth spurts and slower brain growth intervals. He posits that this relationship between brain and intelligence development might explain the developmental learning stages established by Piaget. The areas of brain hemispheric specialization and neural plasticity offer additional reasons to respond to this growing database. Longitudinal research by curriculum planners and neuroscientists must be undertaken to discover appropriate facilitating activities for precocity and identification of other stage task activities. Rather than trying "harder and earlier" to get children to master subject matter and cognitive skills, the central research issue remains to match the learner's readiness, cognitive level, and difficulty of the learning challenge. Six pages of references conclude the report. (CJH)

ED 270 897 EA 018 599

Johnston, J. Howard; Markle, Glenn C.
What Research Says to the Middle Level Practitioner.
National Middle School Association, Columbus, OH.
PUB DATE- 86
NOTE- 111p.
AVAILABLE FROM- Publication Sales, National Middle School Association, P.O. Box 14882, Columbus, OH 43214 ($7.95 plus $.75 for handling, prepaid; on billed orders, $.75 plus actual postage will be added).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Ability Grouping; Academic Achievement; Classroom Environment; Computer Assisted Instruction; Critical Thinking; Grade Repetition; Junior High Schools; *Middle Schools; Peer Relationship; Principals; Problem Solving; *Research Needs; School Effectiveness; *School Organization; Stress Management; Student Attitudes; Student Motivation; Student Placement; Student Promotion; Teacher Behavior; Teacher Burnout; *Teacher Student Relationship; Teaching Methods

This monograph consists of 22 reprints of reports published since 1979 in the Middle School Journal's regular column "What Research Says to the Practitioner." Each report synthesizes research studies related to effective implementation of middle school programs and concludes with a list of references. The contents are divided into two main sections: "Organization of the Middle School" and "Teaching Middle School Students." Section one covers the topics of school and principal effectiveness, teacher behavior, thinking and stress, and student promotion and retention. Section two includes reports on motivating students, peer relationships and classroom management, ability grouping, diagnostic prescriptive teaching, classroom time, development of student attitudes and problem solving skills, critical thinking, the teacher's effect on pupil self-concept and related school performance, instructional questions, and computer-assisted instruction. A third short section, "Needed Research," presents the results of a survey taken of 400 members of the National Middle School Association (NMSA) to identify priorities for future research in middle school education. (IW)

ED 270 925 EC 182 922

Rieth, Herbert J.; Ocala, Cynthia

An Analysis of Teacher Activities & Student Outcomes in Secondary School Resource Room Programs for Mildly Handicapped Students. Final Report.

Indiana Univ. Foundation, Bloomington.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 84

NOTE- 169p.

GRANT- G008202520

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- High Schools; Interviews; *Mild Disabilities; *Resource Room Programs; *Resource Teachers; *Role Perception; Special Education Teachers; Teacher Attitudes; Teacher Behavior; Teacher Role; *Time on Task

The study, involving 15 Indiana high school resource room teachers, focused on three aspects of resource room programming: (1) teachers' perceptions of their roles as resource room teachers and perceived concerns regarding the provision of services to mildly handicapped adolescents; (2) role-related activities of secondary resource room teachers; and (3) the amount of academic learning time (ALT) provided within secondary resource room programs. Interviews with the resource teachers and resource room observations yielded data that indicated that, despite some common features, programs varied widely in characteristics and operation. Data are summarized for salient characteristics (such as number of students served, program components, and resource room scheduling). Among findings were that two-thirds of the programs were multicategorical; the numbers of students served ranged from 7 to 70; resource rooms could be classified into six types based on the nature of teacher activities (tutorial, prevocational, content-area, basic skills, coping skills, and consultation); tutorial services existed in 73% of the programs, but only two programs had provisions for systematic consultation with regular class teachers; and ALT data showed that target students worked independently, without any direct teacher involvement for 22% of the time. Among the 10 recommendations made were: that teacher education programs should more adequately prepare secondary school special educators; that certification should be distinct for secondary special educators; and that secondary school resource room teachers should be given more control over their schedules, caseloads, and grouping practices. Six pages of references are provided, and appendices consist of interview topics, interview documents, and sample teacher observations and category descriptions. (CL)

ED 270 594 CE 044 537

Project 2000. Job and Training Opportunities for Minorities and Women.

Equal Employment Opportunity Commission, Washington, D.C.

PUB DATE- 86
NOTE- 350p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Demand Occupations; Employment Opportunities; *Employment Projections; *Females; *Labor Market; *Minority Groups; *Technological Advancement

IDENTIFIERS- *Project 2000

This study provides legislators, educators, community organizations, training program specialists, and civil rights groups with data on the position of minorities and women in the work force. Part I considers where the jobs are in terms of designated high growth, high technology, and high loss occupations in the next decade. Chapter One discusses factors influencing employment opportunities in the 1980s. Chapter Two describes the scope of research of Project 2000. Chapter Three highlights Project 2000 data on areas of projected growth with focus on minorities and women. Chapter Four is a national overview of 1980 labor force participation by occupation. Chapter Five analyzes 1980 employment in the five most populous states: California, New York, Texas, Illinois, and Pennsylvania. Each state section includes analyses of minority and female participation in the state's civilian labor force; high growth, high technology, and high loss participation by minorities and women in 1980; and participation of women and minorities in the top five high growth and top three high loss and high tech occupations in 1980. Part II focuses on meeting occupational demands. Chapter Six provides information on training, educational, and other requirements for entry into the Project 2000 high growth and high technology occupations. Descriptions of the 20 high growth and 10 high technology occupations include job responsibilities, salary levels, and sources for additional information. Chapter Seven provides descriptions and addresses of current job training and education programs for employment. Numerous data tables and figures are provided. (YLB)

ED 270 660 CG 019 113

Hansen, Ruth Ann
Moral Reasoning and Ethical Decision Making in the Practice of Occupational Therapy.

PUB DATE- 8 Nov 85
NOTE- 11p.; Paper presented at the Woman Researcher Conference (Kalamazoo, MI, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; *Ethics; *Moral Values; Occupational Therapists; *Occupational Therapy; *Test Reliability; *Test Validity
IDENTIFIERS- Reasoning Tests

This study attempts to develop a test of moral reasoning on ethical decision making in the practice of occupational therapy. To develop test items, 22 therapists were interviewed. Therapists were asked to describe common moral dilemmas. The five most common types of dilemmas described were: (1) deciding the most appropriate type of intervention; (2) disagreeing with the referring professional on appropriate intervention methods; (3) disagreeing with other health care team members about the appropriate intervention; (4) constraints due to the type of facility; and (5) disagreeing with the client (or client's family) about appropriate intervention methods. Ten representative dilemmas were organized into an Occupational Therapy Dilemmas Test (OTDT) and pretested on a second, different group of 22 therapists. After correction, the test was pilot-tested on another group of 20 therapists. Further corrections were made. In the final phase of the research, a validity and reliability study was conducted. Subjects included a group of practicing therapists and a group of occupational therapy students. Subjects' results on the OTDT were compared to results on the Defining Issues Test. No correlation was found. Although unexpected, students' scores for both tests were higher than were practicing therapists' scores, possibly due to students being test-wise or to a decline in level of moral reasoning by practicing therapists. Revision of the OTDT is planned. (An outline of the study and a sample dilemma are included.) (ABL)

ED 270 674 CG 019 128

Ortiz, Elizabeth T.; Bassoff, Betty Z.
Adolescent Pregnancy Prevention: Strategies for the '80's.
PUB DATE- Mar 84
NOTE- 24p.; For a related document, see CG 019 129.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Career Choice; Contraception; *Early Parenthood; *Females; *Feminism; Goal Orientation; High Schools; High School Students; Pregnancy; *Prevention
IDENTIFIERS- *Life Goals

Most efforts at combating teenage pregnancy have focused on cognitive/educational levels felt by concerned adults to be of greatest importance. However, recent research has demonstrated the connection between lack of career goals, low self-esteem, perception of narrow options, and risk-taking behavior as factors leading to pregnancy. A 3-year research project was undertaken to survey 1207 urban teenage women regarding their aspirations, values, and motivations for career and other life choices. Data on feminist values was obtained as well. The project was carried out as part of a multi-year foundation funded research and demonstration effort to stimulate and support career oriented motivation for young women as an alternative to early motherhood. The target population consisted of female students enrolled at four urban high schools which had high dropout and early pregnancy rates. In the 1981-1982 study, students ranked education, financial independence, and self-worth as the most important life aspirations, with motherhood ranked as a lower priority. In the 1982-1983 study, most teenagers expected to complete high school and to attend college. The expectation of working was almost universal, regardless of marital status, and most respondents envisioned themselves as working mothers. The results of this study suggest new strategies for prevention of unwanted pregnancy and for maximizing alternatives to early parenthood. These strategies are preventive, developmental, and self-help in nature and are seen as appropriate to an era of economic retrenchment for human services. Recommendations for program strategies include targeting resources to those at risk, expanding cognitive teaching awareness of life options, building family support, teaching birth control, legitimizing parenthood as a life choice, and emphasizing feminist principles. (Author/ABL)

ED 270 730 CS 008 474

Mooney, Christine
The Effects of Peer Tutoring on Student Achievement.
PUB DATE- May 86
NOTE- 30p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Elementary Education; Grade 4; Grade 8; *Peer Teaching; Pretests Posttests; *Reading Improvement; *Reading Research; *Remedial Reading; Teaching Methods; Tutoring

A study examined the effects of peer tutoring on the achievement of fourth grade remedial readers. Subjects (N=30) were randomly assigned to a control or an experimental group, both of which were pretested using the "Gates-MacGinitie Reading Tests" and both received regular classroom instruction. The experimental group received tutoring for ten weeks by eighth grade students in an afterschool setting. At the end of ten weeks, both groups were posttested. The results indicated that peer tutoring was an effective strategy for improving the achievement of remedial readers since raw scores for the experimental sample were higher than those for the control sample. (Tables of data are included, and the raw posttest scores for each group are appended.) (Author/HTH)

ED 270 745 CS 209 740

Comprone, Joseph John
The Meaning of Literacy in a Culture of Writing and Reading.
PUB DATE- Mar 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cultural Context; Definitions; *Functional Literacy; *Literacy; *Reading Instruction; Reading Skills; Reading Writing Relationship; *Writing Instruction; Writing Skills

A more flexible definition of literacy combines oral literacy, which focuses on the concrete, with written literacy, which is abstract. For W. Ong, F. DeAngelo, A. R. Luria, and others who have done research on oral and written cultures, their central concern is one of defining and describing the kind and form of consciousness that is represented by the media that dominate the culture. Literacy, therefore, is more than the mechanical ability to read and write; it is the ability to understand what is read and to write what is understood. M. L. Pratt argues that literary theorists must come to recognize the institutional context within which the acts of reading and writing operate. S. Fish further develops this idea of literacy as social contract by adding to it the idea of interpretive communities. Practical application of this theory suggests that composition classes should create basic interpretive communities, that students need to recognize and use both oral and written skills, and finally that students must be helped to understand the academic community's concept of literacy while they are simultaneously encouraged to translate their own oral forms of literacy into this new community's systems of reading and writing. (SRT).

ED 270 760 CS 209 796

Sweeney, John
"Individual Sparks": An Approach to Teaching the Young Advertising Writer.
PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Classroom Environment; Creative Writing; *Creativity; Higher Education; Journalism; Teacher Attitudes; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Advertising Copywriting

The development of the advertising writer is really the development of an artist, an artistic process governed by the same exasperating lack of rules. It is above all an internal journey that each student must make to discover his or her own distinctive voice. Frequent assignments will eventually give rise to frequent moments of insight, charm, and drama in students' writing. Several suggestions can help make the creative spark happen in the classroom. First, since the creative process is not a procedure, students must explore their own processes on their own terms. Second, teachers must recognize that the stamp of personality is key; students' ability to put their own personality into their writing is a sign of growth. The focus of the course must be on writing, and the content emphasized must be relevant to copywriting. The class should provide an environment of pleasantness, because risk must be the norm in a creativity class. Finally, although the notion that advertising writing is an artistic process is heretical as far as the agencies are concerned, the job of the advertising writer is not to sell the product but to create a range of approaches to selling the product. These are the values behind the strong writer and the teaching of these values always starts with the demand for individual expression. (HTH)

ED 270 774 CS 209 825

McKee, Kathy Brittain
Directing the Drama: Mass Media's Dramaturgical Role.
PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiences; *Drama; *Mass Media; *Mass Media Effects; Media Research; Role Perception; Social Attitudes; Social Cognition
IDENTIFIERS- *Audience Response; *Dramaturgical Role; Media Role

The shaping of social reality has become the task of the mass media due to the fact that audience members base interaction and social judgments upon the information they process from the mass media. Theorists have developed various paradigms linking individual media use and interpersonal communication with cultural effects and mass media. Although many of these have emphasized the development of new approaches, the development of a totally new perspective may not be necessary. The dramaturgical orientation as developed by K. Burke and I. Goffman could, with the inclusion of mass media content as director variable, effectively allow for cohesive research tying cultural creation with media use. The dramaturgical orientation treats all social interaction as if it were drama, with individuals acting out roles in different scenes for different purposes. The major drawback of using the dramaturgical approach as a research paradigm is that it has not traditionally been studied using quantitative measures. However, the addition of the mass media content as a variable in the drama offers more quantifiable data for analysis and correlation. (DF)

ED 270 789 CS 209 863

Salomone, Ronald E., Ed.
Teaching the Low Level Achiever.
Ohio Univ., Chillicothe. Div. of Humanities.; Southeastern Ohio Council of Teachers of English.
PUB DATE- 86
NOTE- 73p.
AVAILABLE FROM- FOCUS, Division of Humanities, Ohio University, Chillicothe, OH 45601 ($10.00 for one year subscription (3 issues).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Assisted Instruction; Creativity; Elementary Secondary Education; *English Instruction; Higher Education; Individualized Instruction; *Language Arts; Learning Disabilities; Literature Appreciation; *Low Achievement; Motivation Techniques; Remedial Instruction; *Slow Learners; Student Attitudes; *Teaching Methods; Tutoring; Writing Instruction

Intended for teachers of the English language arts, the articles in this issue offer suggestions and techniques for teaching the low level achiever. Titles and authors of the articles are as follows: (1) "A Point to Ponder" (Rachel Martin); (2) "Tracking: A Self-Fulfilling Prophecy of Failure for the Low Level Achiever" (James Christopher Davis); (3) "Improving the Slow Learner and Inter-School Relations" (Georgianna G. Clark); (4) "Teaching Low-Achieving Students: Motivation for Success" (M. Kay Alderman); (5) "Bored Students? Try Board Games!" (Miriam de la Iglesia); (6) "Nurturance of Creativity" (Carol Wolf); (7) "Protecting the Slow Learner" (Georgianna G. Clark); (8) "Remedial C.A.I." (Claire Redmond); (9) "College Survival: How it Works" (Helen H. Pierson); (10) "Not Until They Know They Do Not Know" (Robert L. Wilson); (11) "Individualizing Composition Instruction through CAI Commentary Programs" (Leigh Holmes); (12) "The Example of Gargantua: Low-Level Achiever to Model Student" (Veena Kasbekar); (13) "Good Hunting: A Look at the Writing of Learning Disabled Children" (John Aylesworth); (14) "Releasing the Reluctant Writer: Attempts at Myth-Breaking and a Friendly Assault on the Mountain of Our Own Fears" (June Langford Berkley); (15) "Motivational Strategies for Low Level for Achievement Students" (Maria Di Tommaso); (16) "New Problems Need New Solutions" (Susan Archer); and (17) "Tutoring the Reluctant Learner" (Elaine A. Vacha). (HOD)

ED 270 831 CS 505 317

O'Brien, Nancy, Ed.
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, October 1-December 31, 1985.
Haskins Labs., New Haven, Conn.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
REPORT NO.- SR-84(1985)
PUB DATE- 85
NOTE- 271p.

CONTRACT- NICHHD-N01-HD-5-2910; ONR-N00014-83-K-0083
GRANT- NICHHD-HD-01994; NIH-BRS-RR-05596; NINCDS-NS-13617; NINCDS-NS-13870; NINCDS-NS-18010; NSF-BNS-8111470
AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22151.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Speech); Behavior Patterns; *Communication Research; Deafness; *Language Research; Memory; Music; Orthographic Symbols; Phonemes; *Phonology; Reading Difficulties; *Speech Communication; *Speech Skills

The articles in this paper explore the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical research applications. Titles of the papers and their authors are as follows: (1) "Task Dynamic Coordination of the Speech Articulators: A Preliminary Model" (Elliot Saltzman); (2) "Some Observations on the Development of Anticipatory Coarticulation" (Bruno H. Repp); (3) "The Role of Production Variability in Normal and Deviant Developing Speech" (Katherine S. Harris, Judith Rubin-Spitz, and Nancy S. McGarr); (4) "Can Linguistic Boundaries Change the Effectiveness of Silence as a Phonetic Cue?" (Bruno H. Repp); (5) "Perception of the (m)-(n) Distinction in CV Syllables" (Bruno H. Repp); (6) "On the Nature of Melody-Text Integration in Memory for Songs" (Mary Louise Serafine, Janet Davidson, Robert G. Crowder, and Bruno H. Repp) (7) "Some Developments in Research on Language Behavior" (Michael Studdert-Kennedy); (8) "The Pursuit of Invariance in Speech Signals" (Leigh Lisker); (9) "How Is the Aspiration of English /p,t,k/ 'Predictable'?" (Leigh Lisker); (10) "Developmental Phonology: Is the Child Father to the Man?" (Catherine T. Best); (11) "Phonology and the Problems of Learning to Read and Write" (Isabelle Y. Liberman and Donald Shankweiler); (12) "Phonological Deficiencies in Children with Reading Disability: Evidence from an Object-Naming Task" (Robert B. Katz); (13) "Access to Spoken Language and the Acquisition of Orthographic Structure: Evidence from Deaf Readers" (Vicki L. Hanson); (14) "Cooperative Phenomena in Biological Motion" (J.A.S. Kelso and J.P. Scholz); (15) "Naturalizing the Context for Interpreting SMA Function" (John P. Scholz, M.T. Turvey, and J.A.S. Kelso); and (16) "Information and Control: A Macroscopic Analysis of Perception-Action Coupling" (J.A.S. Kelso and B.A. Kay). Citation information for each article is included, and a list of ERIC and DTIC numbers is appended. (HOD)

ED 270 858 EA 018 536

Hutchinson, Nancy L.

A Critical Analysis and Examination of Research Relevant to Glaser's "Education and Thinking: The Role of Knowledge."

PUB DATE- May 85

NOTE- 39p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Montreal, Quebec, Canada, May 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Development; *Cognitive Processes; Cognitive Structures; Elementary Secondary Education; Foreign Countries; Learning Processes; Learning Strategies; *Learning Theories; Logical Thinking; Mathematics Curriculum; Physics; *Problem Solving; Research Needs; Science Curriculum; Social Studies; Teaching Methods

IDENTIFIERS- *Glaser (Robert)

This paper begins with a summary and analysis of Robert Glaser's arguments, presented in his paper "Education and Thinking: The Role of Knowledge," which contend there are strong interactions between structures of knowledge and cognitive processes, and that problem solving and reasoning are taught best in the context of the acquisition of domain-specific knowledge. Glaser's arguments are considered in light of evidence, cited in his 1984 paper, from three sources: developmental psychology, studies of expert and novice problem solving, and process analyses of intelligence and aptitude tasks. The paper then seeks to translate six of Glaser's claims about expertise in problem solving into testable hypotheses. Evidence in support of these hypotheses is then cited from three curricular domains: physics, mathematics, and social studies. In each of these areas, the differences between novices and experts point to a relationship between structures of knowledge and cognitive processes. It is concluded that although Glaser's hypotheses have received tentative support from novice-expert studies in three curricular areas, more research is needed to investigate the validity of Glaser's assertions. Four pages of references are included. (TE)

ED 270 941 EC 182 942

Brulle, Andrew R.; And Others
Project I.D.: A Study of Services for Students Labeled as Learning Disabled. Final Report.
Eastern Illinois Univ., Charleston. Dept. of Special Education.
PUB DATE- 30 Apr 86
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; Elementary Secondary Education; *Handicap Identification; *Learning Disabilities; Services; *Special Education; *State Standards; Student Characteristics; *Student Evaluation; *Student Placement
IDENTIFIERS- Illinois

The study examined the characteristics of children currently classified as learning disabled (LD) in Illinois. Student and teacher checklists were completed and records reviewed for 1349 students (ages 5-20). Results are depicted in table form and summarized according to five major objectives: (1) to determine types of regular education remedial services available to LD students (speech therapy was the most frequently provided special service); (2) to determine selection procedures of LD students (the most common reason for referral was academic difficulties); (3) to determine the percentage of time per day that LD students received special services (the majority were served through resource programs with an average of nearly 6 hours per week); (4) to determine areas of emphasis in LD programs (the goals established were primarily academic in nature); and (5) to determine if there are demographic or other variables associated with the identification process (there was no discernable pattern in the procedures used by districts to classify children as LD). Findings suggested the need for the state to take action to bring consistency to the classification and service provision process. Three options are offered for consideration: (1) to allow all theories a fair test on the premise that one would eventually win out; (2) to adopt the state's own classification criteria; or (3) to provide services solely on the basis of demonstrated need regardless of arbitrary classification. References and checklists are appended. (CL)

ED 270 580 CE 044 514

Pereira, Cecelia

A Follow-up Study of the Graduates of MiraCosta Adult High School Diploma Program 1982, 1983, 1984, 1985.

PUB DATE- 86
NOTE- 93p.; Report prepared for the Course Education 79s (A and B) Seminar, San Diego State University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Certification; *Educational Experience; Educational Research; *Employment Level; *Graduate Surveys; *High School Equivalency Programs; *Individual Characteristics; Outcomes of Education; Vocational Followup
IDENTIFIERS- *Adult High School Diploma; *MiraCosta College CA

Selected characteristics and conditions of MiraCosta Adult High School Diploma Program graduates were investigated. Data were gathered from 129 respondents by a 35-item mailed questionnaire. Questions pertained to graduates' current status, analysis of their high school experience, and recommendations for improving the adult high school diploma program. The low response rate (14 percent) was due to the highly mobile graduate population, the majority of whom were members of the military. Most respondents were male. The majority used the high school diploma to secure a job or get a promotion. The majority had held one or two jobs since graduation. The basic skills class, psychology, and "all classes" were the most helpful in their jobs. An above average percentage of graduates (33 percent) were attending college, usually community colleges. The most frequent reasons for not continuing education were the need to earn money and the high cost of education. A few attended a trade, business, or night school. In postsecondary education, basic skills classes were the most helpful. The ultimate goal of the majority was a successful, self-employed profession. The majority (71 percent) were satisfied with the program. (The instrument is appended.) (YLB)

ED 270 634 CE 044 594

Mowsesian, Richard
Social Entitlements and Career Patterns.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Educational Quality; Employee Attitudes; Employment Level; *Environmental Standards; *Life Satisfaction; Living Standards; *Quality of Life; *Semiskilled Workers; Social Environment; *Social Indicators; Socioeconomic Status
IDENTIFIERS- *Social Entitlements

An Entitlement Scale (ES) was developed to assess people's beliefs regarding their societal rights. The 35-item scale was administered to 174 subjects ranging in age from 19 to 83 and representing diverse occupational clusters. Four clear factors emerged reflecting distinct domains of entitlement beliefs: work life and education, individuality, fair treatment, and environment. The highest expectations of entitlement were held by younger people, women, and semiskilled workers. Less skilled workers or nonworkers held lower expectations of entitlement. More highly educated persons had fewer expectations of entitlement except on the individuality and environment domains. Entitlement expectations may portend troubles in labor relations for semiskilled workers. Counselors should note entitlement expectations of their clients and expect conflict if expectations, work setting, and occupational group are not consistent. Entitlement beliefs appear to play an important role in the demands that people place upon others and upon their society at large. The Entitlement Scale, with its four constituent subscales, provides a useful instrument for future work in the area. A two-page list of references concludes the study. (KC)

ED 270 688 CG 019 145

Bielefeld, Martin

An Inpatient Vocational Rehabilitation Unit.

PUB DATE- 26 Aug 85
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Services; *Employment; Incentives; *Institutionalized Persons; Interviews; Job Search Methods; Job Skills; Rehabilitation Counseling; *Veterans; *Vocational Rehabilitation
IDENTIFIERS- *Self Reliance

This paper describes the Cleveland Veterans Administration inpatient Vocational Rehabilitation Unit (VRU), an intensive vocational assessment and counseling program designed to maximize the self-reliance and productivity of patients. The VRU is presented as a minimal care, 3-month maximum treatment program in which patients work on incentive pay programs within the hospital, attend a 2-day Job Seeking Skills training seminar, interview for jobs in the community, and eventually obtain work in the community. Assessment methods discussed include administration of the General Aptitude Test Battery, Vocational Interest testing, and personal and neuropsychological testing. It is emphasized that: (1) all patients receive individual psychotherapy or supportive counseling; (2) group therapy, stress management groups, and vocational exploration groups are available, and (3) appropriate treatment for patients with drug, alcohol, or compulsive gambling problems is required. It is noted that the VRU has proven to be cost effective. A follow-up study of all veterans discharged during a 1-year period is discussed in which success was defined as holding a job in the community or being in school or vocational training. Data from the study is presented revealing that, in spite of an economic recession at the time, 58% of all discharges were successful at 3 months post-discharage, 52% were successful at 6 months, and 40% were successful at 12 months, and that the majority of "nonsuccessful" discharges were better equipped to look for work. (NB)

ED 270 [illegible]   CG 019 159

Sarvela, Paul D.; McClendon, E. J.
Correlates of Youth Drug Use in Rural Northern Michigan and Northeastern Wisconsin.
PUB DATE- Nov 85
NOTE- 44p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985). For related document, see CG 019 158.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Alcoholic Beverages; Drinking; Drug Abuse; *Drug Use; Junior High Schools; Marijuana; Middle Schools; *Peer Influence; *Preadolescents; *Rural Population; Smoking
IDENTIFIERS- *Health Attitudes; Michigan; *Substance Abuse; Wisconsin

It is important to examine the correlates of drug use and abuse among early adolescents to identify common patterns and factors of the beginning stages of drug abuse. The relationships between personal substance use, health beliefs, peer use, stated intention to use drugs in the future, sex, and religion were examined using data collected from 265 early adolescents in rural northern Michigan and northeastern Wisconsin. In March/April 1983 and again in January/February 1984, subjects completed a five-part survey questionnaire which measured personal drug use, health beliefs, peer drug use, intention to use drugs in the future, and demographic variables. The pretest data suggests that approximately 42% of the sample used alcohol at least one time per year, while 7% of the sample smoked cigarettes at least once a year. Only 1.5% of the total sample reported using marihuana with any frequency, and 1.9% of the students reported using cocaine. Posttest results indicated that alcohol use increased substantially over the study year, while cigarette smoking and marihuana use increased slightly and cocaine use remained the same. A positive correlation between peer drug use and personal drug use was established. In addition, a relationship was found between health beliefs and personal substance use. A revised model designed to predict substance use applied to the entire sample for whom posttest scores were available was able to account for a statistically significant amount of the variance of alcohol, marihuana, and cigarette use at the conclusion of the experiment. (NB)

ED 270 716 CS 008 438

Palmer, Douglas J.; And Others
A Computer-Assisted On-Line Investigation of Comprehension Monitoring.
PUB DATE- Mar 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Testing; Content Area Reading; Grade 5; Intermediate Grades; *Metacognition; Reading Ability; *Reading Comprehension; Reading Habits; *Reading Processes; Reading Rate; Reading Research; Reading Skills; *Reading Strategies
IDENTIFIERS- Lookback Strategy

A study examined the use of lookback strategy (selective rereading of text material to clarify inconsistent information) employed by good and poor readers attempting to monitor their own reading comprehension. Using microcomputers, narrative and expository texts containing inconsistencies were presented one line at a time on a "page" of screen. The reading times, use of lookbacks, and verbally reported identification of inconsistencies of five classes of fifth grade pupils were examined. Results for both types of text in the three areas measured indicate the following: (1) good readers spent less time on text than did poor readers, and both groups spent less time on lookbacks than on text; (2) good readers used lookbacks more often and more strategically than did poor readers; (3) when reading expository text, poor readers used a similar number of lookbacks regardless of the presence of inconsistencies; and (4) good readers more readily identified more inconsistencies than did poor readers. Strategic use of lookbacks, rather than reading time, appears to be a sensitive behavioral indicator of good readers identification of inconsistent information, whereas neither reading time nor use of lookbacks appears to relate to poor readers' verbal identification of inconsistencies. A list of references and tables of data conclude the report. (LLZ)

ED 270 803 CS 209 891

Buddenbaum, Judith M.
The Religion Journalism of James Gordon Bennett.
PUB DATE- Aug 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Clergy; Content Analysis; *Journalism; *Media Research; *Newspapers; *News Reporting; News Writing; *Religion; Religious Conflict; Religious Differences
IDENTIFIERS- *Bennett (James Gordon); *Journalism History; Journalists; New York Herald; Nineteenth Century History

A study was conducted to examine the journalism work of James Gordon Bennett, who founded the "New York Herald" in the 1830s, and to determine the nature of his coverage of religion before, during, and after the "Moral War" waged in 1840 against Bennett's popular newspaper. In addition, the study analyzed what Bennett's religion coverage reveals about the man, his work, and his times. A content analysis was conducted of randomly selected issues of Bennett's "New York Herald" from 1836 to 1844. Each issue in the sample was read and all items, exclusive of paid advertisements, that mentioned a religion, religious person, or word commonly associated with religion was considered religious coverage. Each item was then coded using a content analysis scheme that called for recording the length, author, style of writing, geographic location of the newsworthy event or situation, the primary religion discussed in the item and the image of that religion created by the coverage. Examination of the 224 religion items identified in the study indicates that religion coverage in the paper was more complex and less easily stereotyped as irreverent and critical of religion than some historians suggest, and that, although the coverage of religion did change over time, the change cannot be ascribed to an attempt to allay criticism of the paper that followed the Moral War. (DF)

ED 270 817 CS 209 920

Radavich, David A.
Using Drama in the Composition Class.

PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Discourse Analysis; *Drama; Higher Education; Literary Devices; Secondary Education; *Writing Improvement; *Writing Instruction; Writing Skills

Dramatic texts are an ideal pedagogical tool for clarifying certain aspects of communication such as authorial stance, point of view, role, persona, impersonation, ethos, shared communal values, cultural assumptions, genre expectations, audience, performance, dialogue, and enactment. Using dramatic texts in a composition class can broaden student exposure to language contexts and rhetorical situations in a way that benefits their writing and thinking generally. Students can learn to focus their writing perspective and construct a rhetorical "voice" by assuming a role from a play and arguing from a specific character's point of view. To develop an understanding of ethos, and shared cultural assumptions, students "translate" a play such as Sheridan's "The Rivals" into modern terms, with roughly equivalent contemporary characters and settings based on the local area. Students learn to understand genre expectations by asking whether "Oedipus Rex" is a murder mystery or a detective story, or whether Peter Shaffer's "Equus" is a problem-solving or therapy/ catharsis play. All discourse is in some sense dramatic and all writing and speaking are dialogue; therefore, drama can expand student writing skills. (SRT)

ED 270 872 EA 018 557

Gerritz, William; And Others
Preparing California School Leaders: An Analysis of Supply, Demand, and Training.
California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Berkeley, CA.; Stanford Univ., Calif. School of Education.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-84-5
PUB DATE- Nov 84
NOTE- 44p.
AVAILABLE FROM- Publication Sales, PACE--Policy Analysis for California Education, 3659 Tolman Hall, Department of Education, University of California, Berkeley, CA 94720 ($2.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Administrator Education; *Administrator Qualifications; Admission Criteria; Certification; Cost Effectiveness; *Educational Economics; Educational Policy; Elementary Secondary Education; Employment Qualifications; *Personnel Needs; Statewide Planning
IDENTIFIERS- California

This paper contends that the state of California is not currently fulfilling its obligation to facilitate the preparation of sufficient numbers of able school administrators. The first section addresses administrator supply and demand. The number of individuals holding administrative services credentials (ASC) far outnumbers available administrative positions because of the low costs of training, the high payoff in lifetime earning (relative to teaching), and the lack of rigorous admission requirements to administrator training programs in schools of education. The second major section accordingly addresses administrator preparation. Admission standards are evaluated, along with administrative services credential training, and a comparison is drawn between preparation of business and school leaders. Finally, institutional costs are assessed. Three major conclusions are offered: (1) there is an oversupply of trained administrators; (2) from the state's perspective, this oversupply wastes money; and (3) ASC training has been inappropriate for many of the actual job requirements of school administrators. The paper concludes with nine recommendations for policy change, which include making ASC programs more academically rigorous, licensing school administrators individually, and discontinuing some publicly supported training institutions. Two appendixes are included: (1) estimating supply and demand for administrators and (2) estimating rates of return on investment in ASC training. (TE)

ED 270 608 CE 044 557

Krais, Beate; Krebstakies, Marlies
Trainers and Teachers in Vocational Training in the Federal Republic of Germany.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-3814-1
PUB DATE- 83
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; Apprenticeships; Foreign Countries; *Industrial Training; Inplant Programs; *Job Training; Nonschool Educational Programs; Postsecondary Education; Secondary Education; *Teacher Education; *Teacher Qualifications; *Trainers; *Vocational Education Teachers
IDENTIFIERS- *West Germany

In the Federal Republic of Germany the most important form of training leading to a vocational qualification and the focus of all initial vocational training is the "dual system" of in-firm and in-school learning. Other forms of initial vocational training include apprenticeships, training in a firm, and vocational schools. Trainers employed by an industrial firm are typically salary earners in a technical occupation or a master craftsman. Two educational routes lead to the position of training manager: training to skilled worker level followed by advanced training or study at a technical college. In-firm training staff are normally recruited from within the firm. Vocational school teachers receive their training in two stages: a university course of at least 8 semesters and practical training of 6 to 12 months as well as 18 months of postgraduate preservice training as a probationary teacher. Problems arise from the fact that vocational school teachers now receive training at universities--training that is theoretical rather than practical. In the case of in-firm training, the weakness is that trainers are not professionals but are employees of the firm and do not teach more extensive and comprehensive skills and knowledge than the firm feels employees need. (YLB)

ED 270 621 CE 044 576

Leonard, Janet
Computers in Language and Literacy Work.
Adult Literacy and Basic Skills Unit, London (England).; Inner London Education Authority (England).
REPORT NO.- ISBN-0-906509-599
PUB DATE- Sep 85
NOTE- 184p.
AVAILABLE FROM- Adult Literacy & Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London, England WC1V 7DA (2.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Computer Assisted Instruction; *Courseware; Educational Media; Educational Trends; *English (Second Language); Foreign Countries; Futures (of Society); Instructional Materials; Language Acquisition; *Literacy Education; Material Development; Second Language Learning; Trend Analysis
IDENTIFIERS- *Computer Assisted Language Learning; United Kingdom

This book surveys currently available software for English language learners and identifies future directions in the development of such software that are likely to prove fruitful. Discussed first are ways in which computers add to the learning experience. Stand-alone programs are compared with authoring systems, and "purpose-made" and "borrowed" software and software for students and teachers are contrasted. Discussed next are the following types of software currently available for English language learners: alphabet-based, letter-word manipulation, word-based, text-based, database and rule, structure-based, adventure game, simulation and role play, creative writing aid, and "total-package" programs. The next chapters deal with increasing the range of programs in the Computer-Assisted Language Learning (CALL) programs: making them more user friendly; selecting appropriate currently available and future hardware for use with CALL programs; involving English-as-a-foreign-language, English-as-a-second-language, and literacy teachers in CALL program development; and making the most of CALL opportunities. Appended to the book are a list of acronyms, bibliography, directory of CALL programs, directory of software publishers, and list of useful addresses. (MN)

ED 270 647 CE 044 625

Road...Maps. Curriculum Activities Guide. Migrant Students Grades 7-12 Infused Career Education Plans in Language Arts, Social Studies, Math.

Vineland School District, N.J.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 86
NOTE- 442p.; For curriculum activities guide for grades K-6, see CE 044 624.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Career Education; *Integrated Curriculum; *Language Arts; Learning Activities; *Migrant Education; Secondary Education; *Secondary School Mathematics; *Social Studies

This curriculum activities guide presents a series of instructional plans for practicing teachers who desire to infuse career education into curricular areas, grades 7 through 12. Introductory materials discuss the guide's purpose and instructional thrust of Project MECCA (Migrant Education Counseling and Career Awareness). They also provide teacher's materials such as hints for use of activities, suggestions for field trips, information on and forms for shadowing, and information on group processing tools, such as brainstorming, fishbowl technique, stop action, and role playing. The activity plans are organized by grade levels into language arts, social studies, and mathematics or science. Within these sections are placed activities at differing career or occupational knowledge levels. These activities are to be considered as examples, and teachers are encouraged to use them as templates for additional teacher-made activities. Each header sheet for an

activity plan specifies title; suggested grade level; infusion area; awareness, exploration, and preparation level; goal and objectives for the lesson; list of needed materials; and presentation and evaluation suggestions. A blank section on the right side of the page is designed for teacher comments or notes on adaptation. Some activity plans have accompanying, reproducible worksheets/activity sheets. (YLB)

ED 270 844 EA 018 519

Lake, Sara
Private Financial Support for Public Education, K-12. Administrative Report.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Jun 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Programs; Elementary Secondary Education; *Fund Raising; Philanthropic Foundations; *Private Financial Support; Public Education; School Business Relationship; *School Support
IDENTIFIERS- California

A wide variety of fundraising options is available to public schools. Such traditional school fundraising events as sales of student pictures, bake sales, carnivals, plays, magazine sales, concessions, and fruit sales can raise significant amounts if handled properly. Corporations, foundations, and charitable trusts provide a very small share of the support offered to elementary and secondary education, but developing contacts with such agencies can be beneficial to schools in other ways as well. Partnerships between schools and businesses go beyond the receiving and granting of money and goods to include such programs as "Adopt-A-School," lobbying groups, and teacher recognition programs. Building these partnerships may prove difficult and may require getting past years of mistrust, but can help add real-world relevance to educational activities. Communities can establish their own educational foundations to provide tax incentives to those donating funds that will be turned over to the schools. School districts can raise funds through careful management of unused property. Some districts allow donors to select the gift they will give from a special "wishbook." This report reviews these options, citing fundraising efforts by California schools, and concludes with a summary of the common features and potential drawbacks of fundraising programs. (PGD)

ED 270 884 EA 018 569

Harris, Ben M.
Developmental Evaluation: Congruence Analysis Techniques for Diagnosing Classroom Teaching.

PUB DATE- Feb 86
NOTE- 14p.; Digest of a presentation to the National Commission on Instructional Supervision Institute on Issues (San Francisco, CA, February 27-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Educational Improvement; *Evaluation Methods; Instructional Improvement; *Measurement Techniques; Student Teacher Evaluation; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- Congruence Analysis Techniques

Evaluation methods lack direction to improve efforts of teachers because the methods operate on vague impressions. Congruence analysis techniques offer promise for diagnostic determination of strengths and weaknesses in teaching practices over a variety of specified criteria. The analysis circumvents some of the problems of linking objective data to supervisory interventions. As demonstrated by the writer, congruence analysis is based on: (1) multiple data sources to add credibility to findings, (2) collaborative involvement of the teacher in all aspects of the process, (3) congruence analysis procedures following logical rules, and (4) diagnoses that relate to specific alternative courses of action for improving practices. A diagnostic methodology includes events described in detail, data analyzed as related to specific criteria identified, and action alternatives specified. Three data sources include the teacher as a self-reporting "introspector," a supervisor as a systematic "observer-recorder," and a set of students as knowledgeable "interactors." "Congruence analysis illustrations" are presented which diagnose congruent data from two or more sources as either "need for improvement" or "accomplishment." Sample instrumentation for congruence analysis is appended. (CJH)

ED 270 898 EA 018 600

School and Business Partnerships. Exemplary Practice Series.

Phi Delta Kappa, Bloomington, Ind. Center on Evaluation and Research.
PUB DATE- 86
NOTE- 305p.
AVAILABLE FROM- Publication Sales, Phi Delta Kappa, Center on Evaluation, Development and Research, Eighth Street & Union Avenue, Box 789, Bloomington, IN 47402 ($20.00 prepaid or purchase order).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Planning; *Cooperative Programs; Curriculum Development; Educational Administration; Educational Change; *Educational Improvement; Educational Trends; *Education Work Relationship; Elementary Secondary Education; Employment Opportunities; Employment Practices; Job Training; Organizational Development; *Participative Decision Making; *School Business Relationship; *School Community Relationship; Teacher Improvement
IDENTIFIERS- Adopt a School

This volume is a literature overview of school-business partnerships, encompassing types of partnerships, issues, program models, and information for development and research. The first section, "Perspectives," includes six articles that place partnerships in historic context, identify motivations that contribute to partnership development, and introduce specific types of partnership programs. Concern is raised about long-term effects of increased private sector influence on education. The section concludes with two conceptual frameworks of collaborative programs. Twenty-four articles and reports in the second section, "Partnerships in Action," provide case examples. Profiles of adopt-a-school program development are followed by more detailed views of two large-city partnership programs and two examples of single-focus small community efforts. A unique contractual approach to reducing youth unemployment through school improvement is detailed. Several articles examine particular types of partnership activities, including work of local advisory councils for administrative planning, staff development through summer employment, internships and employee/teacher exchange, curriculum development, and the development of magnet schools. The section closes with examples of two organizational strategies for increasing resources and collaboration--school foundations and industry-education-labor councils. The third section, "Developing Partnerships," contains six articles that offer advice drawn from research and experience with successful partnership programs, including two nationally recognized resources. (CJH)

ED 270 911 EC 182 908

Kasari, Connie
Variability of Infant Social-Communicative Behavior in
Caregiver-Infant Interactions. Final Report.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 1 Mar 85
NOTE- 156p.; Alternate title appears on first page of text: "Mother-Handicapped Infant Interactions: A Comparison of Caregiver and Infant Characteristics." Some appendices have small print and may not reproduce well.
GRANT- G008302184
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; *Behavior Patterns; Depression (Psychology); *Disabilities; Individual Characteristics; Infants; *Interaction; Mother Attitudes; *Mothers; *Parent Child Relationship

The study investigated variation in infant behaviors and maternal responses among dyads with 18 handicapped and 18 normal infants. Mother-infant interaction sessions were videotaped and motor evaluations conducted. Data collected included behavioral ratings of infant affect and of infant looking patterns, ratings of maternal behavior in play with her child, and questionnaire responses regarding maternal depression. Results revealed that handicapped and nonhandicapped infants significantly differed from one another in the frequency and type of behaviors exhibited. Handicapped Ss demonstrated more negative affect and more looking away than did normal Ss in interaction with their mothers. The two groups of mothers were also significantly different in their interactive styles. Mothers of handicapped Ss received higher ratings in the amount of their interactive behavior but did not differ from mothers of normal Ss in the quality or appropriateness of behavior. The only infant characteristic associated with maternal interaction was neuromotor risk. However, when the influence of early intervention was considered, the type of intervention services received was significantly associated with mothers' interaction ratings. Finally, none of the infant characteristics measured was significantly associated with maternal depression scores. Sixteen pages of references are provided. Appendices include (1) measures (Parent Child Interaction Scale and others); and (2) conference presentations. (CL)

ED 270 926 EC 182 923

Nisenboum, Jean M.; And Others
Prevalence and Speech Production Characteristics of Ankyloglossia in Preschool Children.
PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Convention of the American Speech-Language-Hearing Association (12th, Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Communication Disorders; *Incidence; *Phonology; Preschool Education; *Speech Handicaps; Speech Therapy; Young Children
IDENTIFIERS- *Ankyloglossia

The study investigated the prevalence and associated problems of ankyloglossia, characterized by restricted movement of the tongue usually due to the adhesion of the tongue to the frenum, among a preschool Head Start population (N=1,440). Ss were screened for six primary characteristics of the condition and of the 78 children who exhibited the condition, 36 were evaluated for speech production disorders. Prevalence was found to be 28 times greater than figures previously cited in the literature. Twenty percent of the Ss with ankyloglossia presented with phonological disorders, a percentage higher than would be expected based on sound study information. Findings suggested the importance of focusing on developing compensatory techniques in therapy. (CL)

Handbook for Trade and Industrial Shop Teachers.

Texas A and M Univ., College Station. Vocational Instructional Services.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 155p.
AVAILABLE FROM- Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843 (Order #99302--$6.40).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accident Prevention; Audiovisual Aids; Behavioral Objectives; *Classroom Techniques; *Curriculum Development; Discipline; Learning Activities; Lesson Plans; Media Selection; Safety; Safety Equipment; Secondary Education; *Shop Curriculum;

*Teacher Responsibility; Teaching Methods; *Trade and Industrial Education
IDENTIFIERS- Texas

This handbook is intended to help teachers of pre-employment shop courses in organizing and delivering instruction in both the shop and classroom. Addressed in the guide are the following topics: the instructor's place in the local school organization; the instructor's job (objectives, advisory committees, occupational analysis, shop/classroom and personnel organization, rules and regulations, accident prevention, and requisitions); preparation for teaching (preliminary meetings and conferences, shop organization, objectives and lesson plans, shop management, and learning activities); and teaching plans and devices (stages in teaching, teaching tools, discipline management, classroom routine, plans for work, teaching activity, and records and reports). Appendixes to this guide include a 13-item bibliography, simple inventory system for materials and supplies, information about local multiple-list textbook committees, criteria for selecting textbooks for vocational industrial education, suggestions for teaching with an overhead projector, recommendations for film users, information on management and the accident liability of shop teachers, a discussion of student leadership responsibility, an instructor's check sheet, qualities of a good shop teacher, standards for eye protection in public schools in Texas, and a discussion of first aid and the law. (MN)

ED 270 595 CE 044 538

Walters, Norma J.; And Others

Effects of Different Instructional Methodologies and Selected Demographic Variables on Attitudes toward Handicapped Persons of Secondary and Postsecondary Trade and Industrial Teachers.

PUB DATE- Dec 85

NOTE- 22p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Change; *Disabilities; Postsecondary Education; Pretests Posttests; Secondary Education; *Teacher Attitudes; *Teacher Background; Teacher Improvement; *Teaching Methods; Trade and Industrial Teachers

An experimentally designed investigation determined differential effects of independent study, lecture with discussion, and film instructional methodologies in changing attitudes toward disabled individuals held by trade and industrial teachers. Differential effects of selected demographic variables were also measured as were specific attitudes of teachers regarding work with handicapped students as reflected in the Personality Characteristics, Special Treatment, and Disabled in School subscales of the Attitude toward Disabled Persons instrument. Trade and industrial teachers participating in a new teacher institute and teachers from a southern state were randomly assigned to three groups who received instruction by the three different methods. Significant ANOVA differences were found between pre- and post-measures and among the instructional methodologies; significant interaction effects were also found. Participant attitudes toward disabled persons were related to family and professional experience. No discernible differences were found between secondary and postsecondary teachers. Results also indicated a lack of relationship between years of teaching experience and manifested attitudes. The interaction between group and pretest/posttest scores presented the largest simple main effect for the lecture group between pre- and post. Results indicated a need for attitudinal improvement of trade and industrial teachers toward handicapped students. (YLB)

ED 270 661 CG 019 114

Swain, Carole L.
SB 813 and Tenth Grade Counseling: A Report on Implementation.
Policy Analysis for California Education, Berkeley, CA.
REPORT NO.- PACE-85-5-2A
PUB DATE- May 85
NOTE- 21p.
AVAILABLE FROM- Policy Analysis for California Education (PACE), 3659 Tolman Hall, School of Education, Berkeley, CA 94720 ($2.00/copy; 10% discount for 10 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Services; *Dropout Prevention; Dropouts; *Grade 10; High Schools; High School Students; *School Counseling; School Counselors; School Guidance; *State Legislation; *Student Needs
IDENTIFIERS- California

Students have needs for counseling assistance in the areas of understanding themselves, relating to others, getting through school, and planning for college or work. Guidance programs often react to student problems rather than prevent them. California Senate Bill 813 provided $20 per tenth grade student to assure that each student would receive a review of academic progress and counseling related to educational options in the hope that students would be better prepared for the next step after high school. Typically, each student and his or her parent had 30 minutes of counseling. Counseling priority was given to students at risk of dropping out. Students with college potential but who were not college bound were often identified and were in need of concerted guidance efforts. Although tenth grade is a valid check point to find out who will graduate and who will not, dropout-prone youth could be identified as early as sixth grade. Counseling measures need to be reinforced to maximize student potential. Schools did an admirable job of seeing the majority of students and available parents. Follow-up interviews of students may yield data supporting the effectiveness of the program. (Appendices include a statistical report on a survey of the results of the counseling services provided by SB 813 and the text of the bill itself.) (ABL)

ED 270 731 CS 008 476

Denner, Peter R.

Comparison of the Effects of Episodic Organizers and Traditional Notetaking on Story Recall. Final Report.

PUB DATE- 4 Jun 86
NOTE- 36p.; Submitted to the Faculty Research Committee of Idaho State University; supported by Grant No. 538.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Encoding (Psychology); Grade 7; Junior High Schools; Learning Processes; *Notetaking; Outlining (Discourse); *Reading Comprehension; Reading Processes; *Reading Research; Reading Skills; Reading Strategies; *Recall (Psychology); *Study Skills
IDENTIFIERS- *Episodic Organizers; Semantic Mapping; Semantic Webbing

Since the precise nature of the effects of notetaking encoding has not been clearly specified, a study involving 111 suburban seventh graders (southeastern Idaho) explored the differential effects of traditional notetaking and of episodic organizers (a type of semantic web or map) on the encoding of complex narrative passages. Subjects were assigned to one of four groups and, after reading the experimental passage, were instructed to perform one of four tasks: construct an episodic organizer, study a provided episodic organizer, take traditional notes, or reread the passage. The next day they were asked to provide a written recall of the story. The two active notetaking methods enhanced recall of high-importance story elements: notetaking through a selective attention effect and episodic organizer construction through a reconstructive effect. The results confirm those of previous experiments with regard to the benefit of taking notes when reading, provide additional support for the encoding view of the function of notetaking, and reveal a positive encoding effect for the completion of an episodic organizer when reading complex narrative passages. These results are contrary to other research findings that support the position that review of notes is more important than is the process of recording them. (Tables of figures and a sample episodic organizer are appended.) (LLZ)

ED 270 746 CS 209 751

Langston, M. Diane
New Paradigms for Computer Aids to Invention.
PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Artificial Intelligence; *Authoring Aids (Programing); Cognitive Processes; *Computer Assisted Instruction; Computer Software; Creative Thinking; *Discovery Processes; Programing; *Rhetorical Invention; *Writing Instruction
IDENTIFIERS- *Software Evaluation

Many people are interested in computer aids to rhetorical invention and want to know how to evaluate an invention aid, what the criteria are for a good one, and how to assess the trade-offs involved in buying one product or another. The frame of reference for this evaluation is an "old paradigm," which treats the computer as if it were paper, but new paradigm aids should be based on the uniquely electronic strengths of computers. As more and more people use computers as a primary means of creating texts, electronic media are also changing how information is being created. Commercial software offers a potential source of new technological paradigms. For instance, the emphasis on the fluidity of information in electronic forms means that information is more malleable; parts of one electronic document can become parts of another. Other technological developments that may have promise for computer aids to invention are simulation, interactive videodiscs, advanced workstations such as the IBM PC RT and the software that runs on them, and interactive computer games. In terms of invention theory, new paradigms might be found Walter Ong's "secondary orality" and Herbert Simon's and others' work on artificial intelligence. This frame of reference should aid in creating the tools that are the promise of computer aids to rhetorical invention. (SRT)

ED 270 761 CS 209 797

Pratt, Cornelius
A Cross-Cultural Study of News-Media Preferences: African versus White U.S. Students.
PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; *Cultural Differences; Foreign Countries; Higher Education; *Information Sources; Journalism; Mass Media; *Media Research; *News Media;

Newspapers; Periodicals; *Racial Differences; Radio; Student Reaction; Television; *Use Studies
IDENTIFIERS- Africa (Sub Sahara); *Media Use; United States

To gather evidence on black-white differences in media-use habits, a study compared mass media and news exposure among university students in sub-Sahara Africa and in the United States. Two versions of a self-administered questionnaire were developed, one for each sample group. One part of the questionnaire--common to both groups--sought to measure respondents' exposure to (1) U.S. news (defined as news about the United States in U.S. newspapers, (2) international news in U.S. newspapers, (3) U.S. news in U.S. news magazines, (4) international news in U.S. news magazines, (5) U.S. news on U.S. radio, (6) international news on U.S. radio, (7) U.S. news on television, and (8) international news on television. Media exposure was measured as either high or low, in comparison with the exposure levels of all other respondents in each sample group. The African students' perceptions of the economic and political relations between the United States and their home countries were also measured. The findings revealed that sub-Saharan students often depended more on the mass media for U.S. news and about equally on interpersonal and media sources for international news. The sub-Saharan students also generally reported significantly higher exposures to U.S. and foreign mass media than did U.S. students. The U.S. students preferred the mass media for both news types. (HOD)

ED 270 775 CS 209 826

McLeod, Jack M.; And Others

Public Images of Mass Media News: What Are They and Does It Matter?

PUB DATE- Aug 86
NOTE- 47p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; *Credibility; *Mass Media; Mass Media Effects; Media Research; News Media; News Reporting; *Public Opinion; Surveys

A study examined whether public perceptions of media institutions and products are multidimensional and whether the public's image of media matters. Subjects, 512 randomly selected adult residents of Dane County, Wisconsin, were surveyed by telephone. Results revealed that public perceptions of the media are complex, multifaceted, and include more than a simple assessment of credibility. Six principal categories that can be used in classifying news media images are (1) news information quality, (2) patterning of news, (3) negative aspects of content, (4) dependency and control, (5) special interests, and (6) media as non-essential. Results also suggested that the public's perception of the news would be more positive if the stories were more patterned and meaningful. One method of doing that involves compartmentalizing the arrangement, display, and presentation of the stories that the media already present. Other possibilities include making stories of news events more explicitly connected by including more historical context and presenting advice about where additional information could be found to supplement the news. Once changes were made in those areas, they could be stressed in public information and advertising campaigns. A three-page list of references and eight tables of data conclude the report. (DF)

ED 270 942 EC 182 943

Bachmann, Winnie

Program Guidelines for Severely Orthopedically Impaired Individuals.

California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- 85
NOTE- 72p.
AVAILABLE FROM- California State Department of Education, Publication Sales, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00, prepayment required, California residents add sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Evaluation Methods; *Handicap Identification; *Physical Disabilities; *Program Development; Program Evaluation; Public Schools; Services; *Severe Disabilities; *State Standards; *Student Evaluation; Student Placement
IDENTIFIERS- *California

This document contains California's guidelines for serving students with severe orthopedic impairments in the public schools. Elements characteristic of well-designed programs are described in the guide's three chapters, and each description is followed by a series of questions for program evaluation. The first chapter addresses approaches to identification and assessment, covering medical condition, ability and achievement, communication skills, physical education, social and emotional characteristics, independent living skills, and career and vocational education plans. Chapter 2 deals with planning and service provision, and includes such topics as curriculum continuity, appropriate physical education, mobility training, career and vocational education, and proficiency standards. Chapter 3 examines organization and support, reviewing educational program options, infant and preschool programs, staff, parents' and pupils' support for the total program, and special considerations, such as specialized medications, emergency procedures, equipment and transportation. Appended material includes a self-review guide to help improve program effectiveness, a glossary, and excerpts from relevant legislative codes. (CL)

ED 270 581 CE 044 515

New Partnerships.

Federal Bureau of Prisons (Dept. of Justice), Washington, DC.

PUB DATE- 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Programs; *Adult Vocational Education; *Ancillary School Services; Continuing Education; *Correctional Education; *High School Equivalency Programs; Leisure Time; Postsecondary Education; Prisoners; Program Descriptions; Recreation

This brochure is designed to acquaint interested individuals with the organization and functions of education programs for inmates run by the Federal Bureau of Prisons (FBOP). The information is especially directed to individuals charged with the responsibility of providing meaningful programs for the incarcerated. It also describes the new partnerships that have been established both within the Bureau with the administrative reorganization that placed the Education Division within UNICOR (Federal Prison Industries) and also between the Education Division and the outside communities that it serves. The first section of the brochure offers a background of education in the FBOP, an offender profile, and the educational goals of the FBOP. Section 2 briefly describes the seven different educational activities available to offenders: adult basic education, general educational development, adult continuing education, occupational education, postsecondary education, social education, and recreation and leisure activities. The third section discusses the delivery of education support services--testing, counseling, libraries, and data management--and their impact on offender participation and achievement. The final section describes typical vocational education programs providing inmates with post-release survival skills. Appendixes include charts of the most frequently offered occupational programs and of inmate program completions and addresses of FBOP institutions. (YLB)

ED 270 635 CE 044 595

Heinz, Walter R.

The Transition from School to Work in Crisis: Coping with Threatening Unemployment.

PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; *Cooperative Education; *Education Work Relationship; Employment Problems; Foreign Countries; Government Role; Job Training; Postsecondary Education; Student Attitudes; *Unemployment; *Vocational Education; Work Experience Programs; *Youth Employment
IDENTIFIERS- *West Germany

Traditionally, the road to good jobs for young persons in West Germany has been the "dual system" of vocational education and training (VET), similar to apprenticeships in the United States, but practiced on a much wider scale. A large percentage of West German youth usually enter such programs after high school in order to prepare for skilled trades--indeed, for most jobs except casual labor. In recent years, however, the world-wide problem of unemployment has been making entry into the apprenticeship system much more difficult. Today, only about half of West German youth can go directly into the VET system after high school. A small number go on to universities for higher education, and some go into casual labor, but for about 20 percent of the youths, there is no easy road to good jobs. Many of these young people participate in a year of vocational training sponsored by the state as a stopgap measure, then reapply for an apprenticeship the following year. In this way, many of the youths do eventually get into the VET system, but the majority of them do not train for the jobs in which they are most interested, or even for their second choices. Although the problems in the system are a result of structural unemployment, youths tend to blame themselves for their problems in finding a place in the system; most then work harder to try again the next year. Those who fail still blame themselves rather than society. The government, schools, and private enterprise in West Germany need to work to expand the employment sector and the opportunities for young people to get into the "dual system" in order to ensure a better future for these youths and for the country. (KC)

ED 270 675 CG 019 129

Ortiz, Elizabeth T.
Teen Pregnancy Prevention and Feminist Values.
PUB DATE- Sep 84
NOTE- 24p.; For a related document, see CG 019 128.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Early Parenthood; Females; *Feminism; *High Risk Students; High Schools; High School Students; Intervention; *Pregnancy; *Prevention; *Self Concept; Sexuality; Values

The problem of high rates of unwanted and unplanned adolescent pregnancy continues unchecked in the United States, with severe negative consequences for the young mothers, their children, and society. Prevention programs for teenage pregnancy have been less than effective. This study investigated the relationship between feminist values and teenage pregnancy prevention. High school women (N=409) identified as being at high risk for unwanted pregnancy were surveyed to determine their motivations, values, and aspirations. Strong support for feminist values was found, as was a relatively optimistic and hopeful group of young women. Analysis of variance showed a strong relationship between the holding of feminist values and positive (hopeful) scores on Beck's Hopelessness Scale. Based on these findings, two major thrusts in prevention program content are suggested which include the use of feminist content as a tool for building better self-concept in high-risk women and the teaching of assertive, self-interested, self-awareness aspects of feminist thinking. Seven feminist oriented programing areas in teenage pregnancy prevention are: (1) successful women role models; (2) paid work and volunteerism; (3) leadership experience; (4) self-awareness training; (5) problem solving skills training; (6) assertiveness training; and (7) values clarification. (Author/ABL)

ED 270 689 CG 019 146

Mattox, Robert J.
Counselor Roles in Business and Industry.
PUB DATE- 21 Apr 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; Career Counseling; *Career Development; *Counselor Role; *Employee Assistance Programs; Individual Development; *Industry; *Labor Force Development; Needs Assessment; *Training

Business and counseling professionals agree that counselors can have a place in the organizational and corporate setting and be a valued commodity for the success of business. Human resource development (HRD) provides an organization's personnel with cognitive experiences designed to improve job performance and productivity. Counselors are often employed in HRD programs for work in: (1) career development; (2) employee assistance programs (EAPs), and (3) training and development. Career development stresses the importance of matching the individual to the job. Full scale career counseling is the most complete and desired method for assisting with career development, and counselors are well equipped to perform assessment interviews, psychological testing and interpretation, and behavior observation. Counselors working in employee assistance programs involve themselves in activities which include needs analysis of the individual client or group of clients, behavior modification programs, referral sources, and therapists. Tasks that counselors might perform in the training and development field include professional self-development, needs analysis, individual development, group and organizational development, planning and counseling, and managing work relationships and counseling. Counselors who enter business and industry via training and development, EAPs, and career development programs may find themselves in demanding roles which test their creative and professional skills. (NB)

ED 270 703 CG 019 160

Polich, J. Michael; And Others
Strategies for Controlling Adolescent Drug Use.
Rand Corp., Santa Monica, Calif.

SPONS. AGENCY- Conrad N. Hilton Foundation, Los Angeles, CA.
REPORT NO.- ISBN-0-8330-0547-2; RAND/R-30760-CHF

PUB DATE- Feb 84
NOTE- 221p.
AVAILABLE FROM- Publications Department, The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Change Strategies; *Drug Use; *Law Enforcement; *Prevention; Program Evaluation; *Public Policy
IDENTIFIERS- *Substance Abuse

As part of an effort to identify the most promising ways in which private initiatives and public policy might reduce the number of adolescents who use drugs, this study presents a broad review of the scientific literature on the nature of drug use and the effectiveness of drug law enforcement, treatment, and prevention programs. It evaluates the prospects for each of the major methods of controlling drug use and suggests an agenda of possible actions. In addition, it identifies the crucial information needed for better articulation of future national efforts to combat drug use. The document discusses availability and consumption of drugs, drug law enforcement, treatment of adolescent drug abusers, prevention of drug use, characteristics of adolescent drug use, effectiveness of drug control strategies, and future directions for programs to reduce drug use. A 28-page bibliography is included. (ABL)

ED 270 717 CS 008 450

Singer, Harry; Donlan, Dan
Reading and Learning from Text.
REPORT NO.- ISBN-0-89859-776-5
PUB DATE- 85
NOTE- 543p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publishers, 365 Broadway, Hillsdale, NJ 07642 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Curriculum Development; Discussion (Teaching Technique); Educational Change; Educational History; Futures (of Society); Individual Differences; *Learning Strategies; Mathematics; Readability; Reading Ability; *Reading Comprehension; *Reading Instruction; *Reading Strategies; Sciences; Secondary Education; Social Studies; Teacher Attitudes; *Teaching Methods; Writing (Composition)
IDENTIFIERS- *Text Learning

Appropriate for teachers of any grade who want to teach their students how to read and learn from text, this book explains how to develop and use strategies that will enable all students to read and learn in the content areas without stigmatizing them. The book is divided into four parts. The first part explains the changing role of the school and the need for teachers and schools to shift from directing instruction toward college-bound students to teaching subject-matter to all students. The second part describes single-text strategies that meet the wide range of individual differences in reading and learning from text, and presents methods of teaching students to discuss in groups and to report to the class in a variety of ways, including in writing. The third part starts with an explication of a blueprint for instruction used in both single- and multiple-text strategies focusing on how the teacher phases out and the students phase in any strategy in reading and learning from text, and concludes with an explanation and application of multiple-text strategies in a phase out/phase in sequence in the content areas of English, social studies, science, and mathematics. The final part of the book focuses on the complementary role of the reading and learning-from-text specialist as a member of the faculty. (HOD)

ED 270 790 CS 209 867

Emery, Laura
Workshopping for Faculty: Report to CCC Thinktank.

PUB DATE- Mar 86
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Higher Education; *Inservice Teacher Education; Interprofessional Relationship; Peer Evaluation; Peer Relationship; Program Descriptions; *Workshops; Writing Evaluation; Writing Exercises; Writing for Publication; Writing Improvement; *Writing Instruction; Writing Skills

Many writing teachers agree that peer review is a beneficial experience for student writers. Recently, this experience has also been made available to faculty members at San Diego State University through a faculty writers' workshop. In the workshops, listeners give constructive criticism while at the same time pointing out what works well and what is effective. Because participants in the workshops are members of different departments, they are sometimes more comfortable sharing unfinished, imperfect drafts in this situation than they would be if they were showing an incomplete product to members of their own department knowledgeable in the subject area. On those occasions when papers are not comprehensible to non-experts, the basic issues of audience, focus, and clarity emerge and authors are able to revise their work. Very often, the group concludes that the first few pages of an article could be deleted or drastically cut in order to bring the main idea directly into focus. Although finding a time to meet that is convenient for a majority of people is not easy, the pressure on college faculty to publish serves as an incentive for teachers to attend the workshops. Overall, the response has been positive and members of the workshop share a common bond. (DF)

ED 270 804 CS 209 895

Dunwoody, Sharon; And Others

Risk Analysis for Public Consumption: Media Coverage of the Ginna Nuclear Reactor Accident.

PUB DATE- Aug 86
NOTE- 37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Consumer Education; Mass Media Effects; Media Research; *Newspapers; News Reporting; Nuclear Energy; *Nuclear Power Plants; Nuclear Technology; *Publications; Public Health; *Public Opinion; *Risk; Safety
IDENTIFIERS- Media Exposure; *Media Role; Media Use

Researchers have determined that the lay public makes risk judgments in ways that are very different from those advocated by scientists. Noting that these differences have caused considerable concern among those who promote and regulate health and safety, a study examined media coverage of the accident at the Robert E. Ginna nuclear power plant near Rochester, New York in 1982. It was hypothesized that (1) publications whose targeted audiences are more scientifically sophisticated will publish more specific risk assessment information, and (2) publications whose targeted audiences are less scientifically sophisticated will publish significantly more general risk assessment information. Publications in five categories, including newsmagazines for scientists, popular science magazines, prestige newspapers, news magazines, and newspapers were analyzed for such key variables as the words "risk," "risk estimation," "general risk statement," and "specific risk statement." As expected, results showed that publications whose audiences are more scientifically sophisticated printed more specific risk assessments than did those aimed at general audiences. However, articles in scientists' magazines used comparisons with greater frequency than did those in publications aimed at general audiences, and scientific publications were no more likely than nonscientific publications to cite sources for risk assessment information. Reference notes and six tables are appended. (DF)

ED 270 818 CS 209 921

Gebhardt, Randall E.; Harless, James D.

Television News and Sexist Language: A Study of Television News Effects.

PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Audience Analysis; College Students; Females; Higher Education; *Language Usage; *Mass Media Effects; *News Reporting; *Sex Bias; Sex Differences; Sex Stereotypes; Student Reaction; *Television Research
IDENTIFIERS- *Audience Response

To test the hypothesis that use of sexist language in television newscasts cultivates images of women as immature, frivolous, or incompetent, two television news anchors (one male, one female) were asked to tape versions of a news story involving a 28-year-old female lottery winner. In one version, each anchor referred to this female as "woman," in the other they referred to her as "girl." The four experimental treatments (male vs. female broadcaster, sexist vs. nonsexist linguistic choice) were edited into four newscasts by the same anchors. The newscasts were then shown to 95 college students who were randomly assigned to one of the four treatments and who were asked to rate the lottery winner on evaluative, potency, and activity semantic differential scales. Results did not produce a generally sexist language effect. However, female subjects rated the lottery winner higher when she was referred to as "woman," whereas just the opposite was true among male subjects, who rated the female higher when referred to as "girl." Also, subjects who viewed the female anchor rated the lottery winner as more active than did those who viewed the male anchor, raising the question of anchor-related contributions to television news effects. Data tables and figures are appended. (HOD)

ED 270 832 CS 505 318

Dickson, W. Patrick; Patterson, Janice H.
Criteria for Evaluating Curriculum Materials Which Use Referential Communication Activities to Teach Speaking and Listening Skills. Working Paper No. 273.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Oct 79
NOTE- 64p.; Report from the Project on Studies in Language: Reading and Communication.
GRANT- OB-NIE-G-78-0217
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; Communication Research; *Communication Skills; Curriculum Development; *Educational Games; Elementary Secondary Education; *Evaluation Criteria; Integrated Activities; *Listening Skills; Speech Communication; Speech Instruction; *Speech Skills; *Teaching Methods; Theory Practice Relationship

Drawing from recent research, this paper focuses on communication games and activities that can be used to teach speaking and listening skills ("referential communication skills"). Following a brief review of the research, the paper offers a set of eight criteria for evaluating curriculum materials intended to teach speaking and listening, and applies these criteria to existing materials that make use of communication activities. The paper then describes activities that have been used in research and that appear to have potential as educational activities: picture choosing, placing in an array, map directions, and model building. Appendixes contain a six-page list of references, suggestions for the development of additional curriculum materials for teaching speaking and listening and a discussion of other evaluation criteria. (FL)

ED 270 859 EA 018 537

Hayman, Brian; Sussman, Susan
The Future of Performance Appraisal for Certificated Education Staff in the School Boards of Ontario. Professionalism in Schools Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1220-3
PUB DATE- 86
NOTE- 127p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; Educational Policy; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Evaluation Problems; Evaluators; Foreign Countries; Formative Evaluation; Management by Objectives; Organizational Objectives; Organizational Theories; Performance Factors; *Personnel Evaluation; Standards; Summative Evaluation; *Teacher Evaluation; Teaching (Occupation)
IDENTIFIERS- Ontario

This report assesses the current state of the art of personnel performance appraisal in education to provide guidelines for new initiatives and developments in the use of personnel evaluation systems in Ontario schools. It is organized in such a way that the major issues related to performance appraisal are presented in the order in which an organization considering performance appraisal will need to address them. The study is presented in seven chapters. After a brief introduction, the second chapter, "The Nature of Appraisal," surveys current efforts to formalize and objectify the act of personnel evaluation, and some of the issues and problems arising with such efforts. The third chapter outlines three major responsibilities of management that are prerequisites to implementing a personnel evaluation system: establishing goals, coordinating efforts, and setting standards. Chapter 4 suggests that effective performance-management strategies precede effective performance appraisal systems, and that both depend on a clear conception of the nature of the work to be managed. Chapter 5 uses concepts developed in the previous chapter to examine the nature of teaching as it relates to the structural attributes of the education system. The sixth chapter describes the implications of all the preceding chapters for performance appraisal practices in general, and in educational organizations in particular. The major issues and recommendations identified in this report are summarized in the seventh and final chapter. A bibliography is included. (TE)

ED 270 609 CE 044 558

Feasley, Charles E.; And Others

Independent Study Program Profiles 1984-85. A Research Report of the Research and Evaluation Committee.

National Univ. Continuing Education Association, Washington, DC. Independent Study Div.

PUB DATE- Apr 86
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Programs; *Correspondence Schools; *Correspondence Study; Curriculum Development; Educational Finance; *Enrollment; *Extension Education; Independent Study; Part Time Students; Postsecondary Education; Program Descriptions; *Program Implementation; School Registration; Secondary Education; Teacher Salaries

This report contains a discussion of various practices reported at 73 independent study-by-correspondence programs, which are located at institutions in the United States that were members of the National University Continuing Education Association (NUCEA) during 1984-85. Data were gathered through a mailed survey to NUCEA member institutions, followup letters, and some telephone calls. The report is organized in four parts. The first part presents data on total program scope, including enrollment and staff growth, special fees, on-campus enrollment, transcript policies, course development, and course sharing. Part Two contains data on college programs, including program growth and faculty stipends. Part Three contains information on high school and noncredit programs. Explanations for growth and decline, planned diversity as a management option, and the relationship of special fees and enrollments are presented. The final part discusses research interest and capability. Throughout the report, extensive use is made of tables and comparative matter. The survey instrument is appended. (KC)

ED 270 622 CE 044 579

Foods and Nutrition. Student Modules and Instructor's Guide.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 86
NOTE- 935p.
LANGUAGE- English
EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Check Lists; Competency Based Education; *Cooking Instruction; Disabilities; Disadvantaged; Food; *Foods Instruction; *Home Economics; Learning Activities; Nutrition; *Nutrition Instruction; Secondary Education; Student Evaluation; Teaching Methods

These 64 performance-based instructional modules are for the home economics content area of food and nutrition. Each module is composed of an introduction for the student, a performance objective, a variety of learning activities (reading assignments, tasks, written assignments), content information, a student self-check, recommended references, and an evaluator's final checklist. Module topics include maintaining a safe and sanitary kitchen; caring for small appliances; kitchen sanitation and garbage disposal; measuring ingredients; milk-based beverages; toast/cereal; eggs; quick breads; label information; meats and gravy; salads, fruits, and vegetables; baking fruits, vegetables, and casseroles; pies and cakes; family meals; cleaning kitchen cabinets; caring for metal utensils; beverages, cookies, muffins, and fruit and nut bread; biscuits and cobblers; dumplings and meat; sandwiches; milk-based dishes; pasta; ice cream and sherbet; and yeast breads. Other modules focus on company meals; food preservation; jellies and jams; pickles and relishes; storing foods; soup stock; microwaving; cleaning range; candy; molded salads/desserts; mayonnaise and hollandaise sauce; protein salads; pudding/custard dessert sauces; custard/cream pie; receptions; buffet meals; outdoor cooking; fish and fowl; and game. The accompanying instructor's guide includes: lists of recommended audiovisual materials and recommended references; additional learning activities; a list of teaching techniques; teaching strategies for the disadvantaged and handicapped students; answer key; and evaluator's final checklist. (YLB)

ED 270 648 CE 044 628

Survey on Coordination at Local and Regional Levels among Agencies and Organizations Serving Vocational Education, Job Training, and Related Service Needs.

Virginia State Council on Vocational Education, Blacksburg.
PUB DATE- Jan 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Agency Cooperation; Community Colleges; *Cooperative Programs; *Coordination; Correctional Education; Dislocated Workers; Employment Programs; Federal Programs; *Job Training; Postsecondary Education; Regional Cooperation; Rehabilitation Programs; School Districts; Secondary Education; Social Services; State Surveys; Two Year Colleges; *Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *Virginia

A survey sought information concerning the coordination of programs and services among agencies involved in job training, vocational education, and related services in Virginia. One mailing of the survey was made to 369 individuals (231 responded) in 7 groups of agencies: Job Training Partnership Act service delivery areas, dislocated worker programs, community colleges, rehabilitation services, school division, social services, and correctional education. A very high number of respondents rated coordination as satisfactory or better. The top three reasons for successful relationships represented 64 percent of the responses. Those responses involving personal contact, good working relationships; commitment to serve client needs, mutual clients; and excellent cooperation/communication related very closely to the top three factors identified as contributing most to a high level of successful coordination. The three factors selected by 80 percent of respondents included informal agreements, communications, or working relationships; personalities of agency staff members; and mutual clients. Factors selected as most inhibiting coordination were lack of communication and insufficient resources of personnel and time. (In addition to eight summary tables in the text, appendixes include tables with group responses by agency or organization. The instrument and correspondence are also appended.) (YLB)

ED 270 845 EA 018 520

What To Do When Contagious Disease Strikes Your School.
American Bar Association, Chicago, Ill.
PUB DATE- 20 Nov 85
NOTE- 33p.; In cooperation with the Annual Meeting of the National Organization on Legal Problems of Education (31st, Chicago, IL, November 20-23, 1985).
AVAILABLE FROM- Publication Sales, American Bar Association, 750 North Lake Shore Drive, Chicago, IL 60611 ($21.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Bibliographies; Board of Education Policy; *Communicable Diseases; Court Litigation; Disease Control; Elementary Secondary Education; Guidelines; *Legal Responsibility; *School Law; School Policy; Special Education; Student Rights; *Student School Relationship
IDENTIFIERS- *Acquired Immune Deficiency Syndrome; Herpes Simplex; Indiana; *Ryan White v Western School Corporation

This publication presents 10 documents collected to accompany a seminar entitled "What To Do When Contagious Disease Strikes Your School," presented at the 31st annual convention of the National Organization on Legal Problems of Education in 1985. The materials include (1) an agenda of the seminar listing the speakers, their topics, and the time schedule involved; (2) a bibliography of 21 materials on the topic; (3) a report by the Centers for Disease Control on the education and foster care of children infected with Human T-Lymphotropic Virus Type III/Lymphadenopathy-Associated Virus (HTLV-III/LAV), among whom are children with AIDS (Acquired Immume Deficiency Syndrome); (4) a U.S. Department of Health and Human Services publication entitled "Facts about AIDS"; (5) an article by several doctors entitled "Management of Young Children with Recurrent Herpes Simplex Skin Lesions in Special Education Programs"; (6) a discussion draft of a board of education policy for the education of children with communicable diseases; (7) the complaint of the plaintiffs in "Ryan White v. Western School Corp."; (8) the Indiana State Board of Health's 1985 guidelines concerning school attendance by children with AIDS or AIDS-Related Complex; (9) the defendant's answer in the case cited above; and (10) a report by the Board of Education of the City of New York entitled "AIDS: A Special Report on Acquired Immune Deficiency Syndrome." (PGD)

Lane, John J., Ed.
Management Techniques for School Districts.
Association of School Business Officials of the United States and Canada, Reston, VA.
PUB DATE- 84
NOTE- 111p.
AVAILABLE FROM- Publication Sales, Association of School Business Officials, 1760 Reston Avenue, Suite 411, Reston, VA 22090 (Book No. 8404; $14.95 prepaid; only orders exceeding $25 may be billed; shipping charges added to billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcohol Education; *Budgeting; *Drug Rehabilitation; Educational Administration; Educational Trends; Elementary Secondary Education; Human Resources; *Information Systems; *Management by Objectives; Management Teams; Personnel Evaluation; Personnel Management; Prediction; Quality Circles; School Business Officials; Staff Orientation; *Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Improvement

This volume addresses five of the critical areas of school business management: planning, organizational management, personnel management, controlling, and directing. The various chapters describe a variety of techniques and processes for getting people to perform effectively in meeting organizational goals. The first section focuses on planning techniques, and includes the following articles: "Planning and the Budgeting Process," by A. Rodger Wutzl; "Building a School Information System," by L. Edward Allemand; and "Forecasting Management Techniques," by Richard Ewanio. The second section examines educational organizational techniques, with "Schools as Loosely Coupled Systems," by Frank L. Tavano and "The Problems and Promise of Management by Objectives," by Kenneth R. Stevenson and Leonard O. Pellicer. Staffing/Influencing is the topic of the third section, which includes: "People: The Greatest Resource," by Joan M. Lakebrink; "The X, Y, Zs of School Administration," by John J. Lane; and "Alcohol and Other Drugs: Obstacles to Productivity," by James E. Royce. The fourth section is a discussion of controlling and includes two articles: "Quality Circles in Educational Administration," by John J. Lane and "Operations Management Techniques," by Bruce Aldrich. The final section, which focuses on directing, includes "The Management Team: A Positive Domain," by John J. Pedicone and "Team Approaches to School Management and the School Business Manager: Pros and Cons," by John C. Daresh. (CJH)

ED 270 885 EA 018 570

Harris, Ben M.
Leadership for Quality Instruction: Looking toward the 21st Century.
PUB DATE- 2 Mar 86
NOTE- 8p.; Adapted from a presentation made at the Annual Meeting of the Association for Supervision and Curriculum Development (41st, San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Educational Philosophy; Educational Principles; Elementary Secondary Education; *Instructional Leadership; *Leadership; *Leadership Responsibility; Public Education; Values

This paper takes issue with the popular view comparing educational leadership with industrial management, suggesting that educational leaders today must go beyond the fine tuning and monitoring of existing instructional programs; instead, the primary task of educational leadership during the rest of the century will be nothing less than social reconstruction. This task calls for the following leadership requirements: (1) more leadership demonstrated through technical competence in teaching, learning, and curriculum; (2) more leadership with clarity of purpose and commitment to ideals for a better society; and (3) more leadership with deep and rooted attachments to the traditional values of public education. After a brief discussion of each of these requirements, the summary states that leaders must resist the growing clamor of reactionaries--often posing as reformers--who would centralize, homogenize, and take control of public education, parents, and students alike. (TE)

ED 270 912 EC 182 909

Facilitating School Success among Young Mildly and Moderately Handicapped Children by Enhancing Task Persistence. Program Performance Report Year II, July 1, 1984 to June 30, 1986.

Illinois Univ., Champaign. Child Behavior and Development Lab.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Sep 85
NOTE- 76p.
GRANT- G008300054
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTURS- Academic Achievement; *Disabilities; Followup Studies; Inservice Teacher Education; Intelligence; Interpersonal Competence; *Persistence; *Preschool Education; Teacher Aides; *Teacher Behavior; *Time on Task

The report describes accomplishments of a project to identify patterns of task persistence among handicapped preschoolers and the teacher behaviors that facilitate task persistence. In phase I of the project, 101 children (including 12 nonhandicapped, 57 mildly, 28 moderately, and 4 severely handicapped students) participated in an examination of the relationship between task persistence and four variables: handicapping condition, social functioning, intellectual ability, and school-related achievement. The effect of teacher behavior on task persistence in small group, large group, and free play settings was also examined. In phase II, intervention materials and procedures for teachers were developed and their effects on student achievement measured. Two extensive sets of tables give preliminary summaries of teacher and child behaviors. Revision of the materials will be completed in phase III, and long-term effects on school achievement measured. Significant increases in appropriate teacher and aide behaviors were noted along with significant increases in covert engaged behavior of the children and a significant decrease in off-task behavior. The five appendices consist of training outlines and instructions for preparing teachers to improve students' task persistence (in verbal and fine motor activities) and test-taking skill (maze test and block test). (CL)

ED 270 927 EC 182 924

Heart to Heart: Parents of Blind and Partially Sighted Children Talk about Their Feelings = De Corazon a Corazon: Padres de Ninos Ciegos y Parcialmente Ciegos Hablan acerca de Sus Sentimientos.

Blind Childrens Center, Los Angeles, CA.

PUB DATE- 86

NOTE- 29p.; Small, faint print may affect legibility.

AVAILABLE FROM- Blind Childrens Center, 4120 Marathon St., P.O. Box 29159, Los Angeles, CA 90029-0159 (free).

LANGUAGE- English; Spanish

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Blindness; Children; *Emotional Adjustment; Infants; *Parent Attitudes; Parent Child Relationship; *Partial Vision; Personal Narratives; Visual Impairments

English and Spanish versions of this booklet describe typical feelings experienced by parents of blind and partially sighted children. Experiences are cited including first feelings of shock and confusion, days of dramatic ups and downs, need to find a reason for the blindness, self doubts and anxiety, and reactions from strangers. In closing, the parents of a blind girl conclude by stating that time does heal and life does return to normal as they illustrate by describing their 10-year-old's accomplishments. (CL)

ED 270 568 CE 044 405

Electrical Trades. Suggested Basic Course Outline.
Texas A and M Univ., College Station. Vocational Instructional Services.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 340p.
AVAILABLE FROM- Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843 (Order #06300--$7.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Course Descriptions; *Electrical Occupations; *Electrical Systems; Electric Circuits; *Electricity; *Electric Motors; *Electronic Control; Employment Opportunities; Entrepreneurship; Lesson Plans; Power Technology; Secondary Education; *Trade and Industrial Education
IDENTIFIERS- *Electrical Wiring

This course outline is intended to assist vocational instructors in developing and teaching a course in the electrical trades. Addressed in the individual sections of the outline are the following topics: orientation (a course overview, job orientation, safety, first aid, and Vocational Industrial Clubs of America); basic skills (mathematics, print reading, and tools and lab procedures); power sources (batteries, special power sources, and generators); residential wiring (rough-in and finish wiring and service equipment); low-voltage remote control circuits; commercial and industrial wiring (electric metallic, rigid conduit, flexible metal conduit, rigid nonmetallic conduit, hydraulic conduit bender, distribution transformers, and bus duct distribution system); single- and three-phase electric motors; motor and static automatic controls; and entrepreneurship (economic systems and going into business). Each major block is divided into a series of minor blocks, which are in turn broken down into individual tasks. Each task section includes a task statement, an instructional aim, cross-referenced information outlines, teaching suggestions, and suggested references and aids. Appendixes to the guide include 35 suggested references and guidelines for developing a functional course of study, a suggested list of items that should be included when writing specific objectives, and a discussion of teaching methods. (MN)

ED 270 596 CE 044 540

Serapio, Manuel G., Jr.

A Marketing Manual for Job Developers.

Hawaii Univ., Honolulu. Employment Training Office.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- May 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Administration; Career Education; Employment Opportunities; Job Applicants; *Job Development; *Job Placement; *Job Search Methods; *Labor Market; *Marketing; Time Management

This manual is intended for job developers and people working in educational, vocational, and training organizations with responsibilities for job development and placement. It is designed to help them perform their responsibilities more effectively by making them more responsive to market needs and more efficient in executing their marketing-related functions. An introduction discusses the job developer's role as a marketer. The manual is organized according to the marketing functions of job development: market research, promotion and personal selling, applicant assessment, counseling, and interview preparation. The objectives of each function are outlined, and procedures and techniques to be followed to fulfill these objectives are discussed. The last section outlines some administrative functions of job development, including time management. Appendixes include a listing of suggested references for labor market information for Hawaii, a format for a labor market checklist of statistics vital to job development, and pointers on preparation of a survey questionnaire. (YLB)

ED 270 662 CG 019 115

Crowley, Richard J.; Mills, Joyce C.

Cartoon Hypnotherapy: An Innovative Treatment Approach for Childhood Emotional Disturbances.

PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Cartoons; Case Studies; *Children; Coping; *Counseling Techniques; *Problem Solving; *Stress Management

Cartoon research includes the areas of experimental designs carried out in school classroom environments to determine the effects of cartoon viewing on children's behavior and the medical utilization of cartoons as part of an overall treatment program. This study differs from previous research by accepting the reality of cartoon viewing and attempting to use it in a therapeutic manner. Children choose a cartoon helper, one best suited to his or her situation. The therapist then places the selected cartoon character in a clearly defined therapeutic framework by giving it, in conjunction with the child, a specific role in relation to resolving the problem area. The method involves cartoon pretend techniques which combine the elements of identifying the problem, selecting a cartoon helper, and creating a solution with the cartoon helper. Variations include story telling and artistic metaphors. As the child narrows and fixates his attention on his own internal imaginative activities, he may experience both a dissociation from his problem and an array of positive visual and auditory hallucinations involving his cartoon character. During this time, the therapist can use indirect suggestions with the child. Future research needs to determine the scope and reliability of cartoon therapy. (Two case examples illustrating the two methods are included, along with a three-page list of references.) (ABL)

ED 270 732 CS 008 477

Davis, Kathleen A.

Teaching Critical Thinking on the College Campus: An Across the Curriculum Approach.

PUB DATE- 86
NOTE- 12p.; Some pages contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Cognitive Processes; *College Curriculum; *College Students; *Critical Thinking; Evaluative Thinking; Higher Education; *Learning Theories; Logical Thinking; *Reading Comprehension; Reading Processes; *Schemata (Cognition)
IDENTIFIERS- Blooms Taxonomy

A review of literature reveals a need to explicitly incorporate critical thinking skills in the college curriculum. Recent research and theories of reading provide some insight into cognitive processes that would provide a basis for study about how to foster critical thinking. Schema theory, in particular, provides a view of cognition that relies on interaction among levels of processing as suggested by Bloom's taxonomy, rather than on a progression from lower to higher levels. Readers may, according to schema theory, encounter at least two major obstacles to understanding the text at higher levels. If readers do not have adequate schema with which to associate new data, their comprehension of the test may be limited. If they do have appropriate schema but the text does not give appropriate clues to suggest the schema, readers will also have difficulty comprehending the test. Instructors may need to assist students in acquiring new schema or may only need to assist students in activating schema. In addition, individual instructors may be able to create other approaches based on schema theory that will foster critical thinking in students. (DF)

ED 270 747 CS 209 755

Foster, David

Perelman's "Universal Audience" and Writing.

PUB DATE- Mar 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; Communication Research; Reader Text Relationship; *Reading Writing Relationship; Rhetoric; Speech Communication; *Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- *Audience Awareness; *Author Reader Relationship; Universal Audience

Discussions of audience, such as those by Russell Long, Carol Berkenkotter, David Park, Lisa Ede, and Andrea Lunsford, most often do not utilize the research by speech rhetoricians to whom the question of audience has always been central. Chaim Perelman's conception of the "universal audience" and traditional, speech-oriented rhetoric may enhance understanding of the writer-reader relationship. Classical rhetoricians think of audience as a group of listeners convened for a certain purpose, infused with certain expectations, and therefore vulnerable to skillful choices of persuasive means by rhetoricians; this view flourishes in speech communications departments. In contrast, writing theorists claim that though writers habitually form some controlling picture of their readers, few hold consistently to the same reader-image, at the same level of intensity, throughout the composing process. The reader as audience is partly fiction, a construct of the writer and the text. Similarly, the universal audience can be interpreted as every rational being; this audience can only exist as a conception of the writer. Perelman develops the concept of universal audience only into a philosophical formulation, but it could become a workable rhetorical tool. (SRT)

ED 270 776　　CS 209 828

Schamber, Linda
A Content-Driven Approach to Visual Literacy: Gestalt Rediscovered.
PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; Art Education; Course Content; *Design; *Graphic Arts; Higher Education; *Journalism Education; Perceptual Development; Visual Arts; Visual Learning; *Visual Literacy
IDENTIFIERS- *Gestalt Psychology

The goal of an introductory graphics course is fundamental visual literacy, which includes learning to appreciate the power of visuals in communication and to express ideas visually. Traditional principles of design--the focus of the course--are based on more fundamental gestalt theory, which relates to human pattern-seeking behavior, particularly how the eye tends to group parts into wholes. Just as verbal communication is governed by rules of grammar, graphic expression is governed by the gestalt principles of similarity and contrast, attraction and continuity, and

isomorphism, the basis of symbolism. A visualization strategy should begin with the search for a lead that will dominate the design and then continue with three or four elements used in such a way as to create an overall harmony, or gestalt. Two exercises are given: an abstract layout demonstrating the importance of spatial organization and a logo design using one letter that focuses attention on the shape of space. The simplicity and universality of gestalt makes its use relevant to teaching creativity, and its integration of the visual and verbal aspects of messages enhances the effectiveness of total communication. Two class exercises are provided, as well as a brief bibliography and a list of textbooks surveyed. (SRT)

ED 270 899 EA 018 601

Hawkins, Harold L.; Lilley, H. Edward
Guide for School Facility Appraisal. 1986 Edition.
Council of Educational Facility Planners, Columbus, Ohio.
PUB DATE- 86
NOTE- 90p.
AVAILABLE FROM- Publication Sales, Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, OH 43210.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accessibility (for Disabled); Asbestos; *Building Operation; Building Plans; Design Requirements; *Educational Environment; Educational Equipment; *Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Facility Guidelines; School Buildings; School Construction; School Maintenance; School Safety; School Space; Site Development; Site Selection

This guide provides evaluative criteria for the elementary-secondary administrator to measure the quality of a school's facilities for general condition and suitability for educational programs. Appraisal criteria and instruments are categorized into six major areas of discussion: "The School Site," "Structural and Mechanical Features," "Plant Maintainability," "School Building Safety," "Educational Adequacy," and "Environment for Education." The guide contains approximately 125 items that affect the functioning of a school. Nontechnical language is used so that the process of appraisal may be accomplished by educators and community leaders. Use of the instruments, however, requires a general knowledge of the educational program, operation of a physical plant, and state/national standards for educational facilities. "Barrier-Freeness" is discussed following the section on appraisal criteria, which is a federally required facility characteristic allowing physical accessibility to all educational programs regardless of physical or mental disabilities. Following a brief section devoted to asbestos as a safety problem, a glossary of terms is presented. Three appendices offer guides to independent appraisal of elementary, middle school, and high school facilities. Eighteen references are given. (CJH)

ED 270 582 CE 044 517

Guglielmino, Lucy M.
The Lindsey Hopkins Vocational Education Support Program for Single Parents and Homemakers.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Blacks; Employment Potential; *Employment Programs; Females; Homemakers; Human Services; Job Skills; *Job Training; *One Parent Family; Postsecondary Education; *Program Implementation; *Student Personnel Services; Technical Education; *Vocational Schools
IDENTIFIERS- *Lindsey Hopkins Technical Education Center FL

In spite of the availability of vocational classes, many barriers still stand in the way of the low-income or unemployed single parent who would like to take advantage of this training. Problems include child care, transportation, and tuition cost. The Vocational Education Support Program for Single Parents and Homemakers at Lindsey-Hopkins Technical Education Center in Miami, Florida, addresses all of these barriers and provides other support services as well. Referral to the program is through school guidance counselors and community agencies. Based on referrals from these agencies and one public service radio spot, the program has served more than 140 single parents or homemakers during its first 5 months. The typical client is a black female between 18 and 24 years old with two preschool children, typically supported by Aid for Families with Dependent Children. The program components include referral or recruitment, intake/interview and testing, discussion of available training, a second interview that includes sign-up for needed services and referral to a counselor, participation in self-esteem and employability skills workshops, monitoring progress of participants, preparing them for job interviews, and follow-up. Although the program is too new for clients to have entered employment, clients seem eager to learn new skills and to apply them. (KC)

ED 270 676 CG 019 130

Falbo, Toni; And Others
Authority Base, Denomination, Moral Philosophy and the Power Strategies Used by Clergymen.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholics; Change Strategies; *Clergy; *Individual Power; *Moral Values; Religious Differences; *Self Expression; *Social Influences; Social Psychology
IDENTIFIERS- Authority Base; Baptists; *Charisma; *Power Strategies

Clergymen are regarded by their congregations as having the authority to influence church members and clergymen are expected to exert influence. Three types of clerical authority have been identified: charismatic, traditional, and legal-rational. The common assumption that people select power strategies that are consistent with their perceptions of their authority was tested in 50 Southern Baptist Convention pastors and 46 Roman Catholic priests. Also examined were the relationships between institutional factors such as denomination, individual differences such as variations in moral philosophy, and the power strategies used by clergymen. Subjects completed a 3-item measure of clergy authority, the Survey of Ethical Attitudes, a measure of power strategies, and a background questionnaire. The results indicated that authority type was significantly related to charismatic strategies and to legal-rational strategies, but not to traditional strategies. Denomination was significantly related to charismatic and legal-rational strategies, with Baptists scoring higher than Catholics in the use of both strategies. The relationship between denomination and traditional strategies was not significant. Ethics of Responsibility/Conscience was significantly related to charismatic and legal-rational strategies, but not to traditional strategies. These findings suggest that identifying one's power base is not equivalent to understanding one's power strategies. Future research on social influence should strive to distinguish power base from power strategy and measure both separately. (NB)

ED 270 690 CG 019 147

Human Behavior: Senior High School Semester Elective.

Montgomery County Public Schools, Rockville, Md.
PUB DATE- 85
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Attitude Change; *Behavior Patterns; *Communication Skills; Curriculum Guides; *Decision Making Skills; Drug Abuse; High Schools; *High School Students; Individual Needs; Quality of Life; *Self Concept; *Teaching Guides

This document presents a curriculum for high school students designed to help students recognize human needs, develop useful communication skills, improve perception and self-concept, and learn to make rational decisions to improve the quality of life for themselves and for society. The curriculum is organized by instructional objectives. An introductory orientation instructional objective, that the student will practice and adopt communication skills that will promote effective interaction with others, is presented, along with five other instructional objectives: (1) students will describe some human needs and the behavior used to meet those needs; (2) students will describe how self-concept and perception have direct influences on choices of behavior; (3) students will list methods for changing self-concepts from negative to positive; (4) students will relate drug abuse to psychological defense and escape behavior patterns; and (5) students will explain perceptions of drug abuse, its scope, and its relationship to other social problems and social change. For each instructional objective, a set of performance objectives is listed, and suggested activities, worksheets, handouts, and related materials are provided for each performance objective. Each instructional objective unit ends with a sample unit assessment measure. Lists of teacher resources in print, films, audio-cassettes, and community resource agencies are included. (NB)

Pipp, Sandra; Robinson, Julianne D.
Adolescents' Constructs of Self, Parents and Peers.
PUB DATE- Apr 85
NOTE- 27p.; Portions of this paper presented at the Meetings of the Society for Research in Child Development (Toronto, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; College Students; Fathers; Friendship; Higher Education; Mothers; *Parent Child Relationship; *Peer Relationship; *Personality Traits; *Self Concept; *Self Esteem

One influence on the adolescent's sense of affective self is the relationship with significant others. A study was conducted to examine the differential influence of relationships with parents and peers on the adolescent's sense of affective self. Twenty-five male and 25 female University of Denver undergraduates provided descriptions of personality traits for self, mother, father, and best friend; perceptions of relationships with parents and peers; and self- and other-esteem ratings. Subjects were given one week to complete those parts of the questionnaire that asked them to describe their own and others' personalities and the relationships between themselves and others. The results revealed that self-esteem was related significantly to projected mother and father esteem, but it was independent of projected best-friend esteem. In contrast, significantly more traits and a higher percentage of positive traits were shared with best friend than with parents. Perceptions of increased distance in the relationship with mother were related to the perception of increased negative and decreased positive traits in the mother, but not the self. Relationships with fathers were perceived to be more distant than relationships with mothers or peers, yet distance was not related to the sense of self or father. These results suggest that mothers, fathers, and peers serve important, but different, affective functions for adolescents. (Author/NB)

ED 270 762 CS 209 798

St. Dizier, Byron

Editorial Page Editors and Endorsements: Chain-owned vs. Independent Newspapers.

PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Editorials; Editors; Journalism; *Media Research; *Newspapers; Ownership; *Political Attitudes; Political Campaigns; Political Issues; *Press Opinion; Social Problems

IDENTIFIERS- Journalism Research; *Political Endorsements

Questionnaires were sent to 114 of the 228 editorial page editors at newspapers in the United States with daily circulations greater than 50,000 for a study that compared (1) the editor-publisher relationship existing at chains to that found at independent papers, and (2) the 1984 presidential endorsements made by chains to those by independent papers. The questionnaire contained 22 questions, 9 of which dealt with issues on which the 1984 Republican and Democratic platforms or candidates had taken opposing positions. The issues included ones that were social (abortion, ERA, school prayer, tuition tax credits); economic (tax increase); foreign policy related (aid to rebels in Nicaragua, limiting U.S. covert activity abroad); environmental (abolishing the Department of Energy); and and defense-related (space-based defense system). The remaining questions sought information about the respondents' newspaper, the process the paper followed in making an endorsement, the political leanings of the publisher and editorial page editor, and the paper's endorsement and editorial page editor's vote in the 1984 presidential race. Of the 85 editorial page editors responding, close to 58% worked for chained-owned papers. The results indicated more similarities than differences between the editorial page editors at chain and independent papers, with editors at both types of papers voting for Mondale by a wide margin. The differences that were found occurred in a paper's endorsements. The chain-owned newspapers were more likely to endorse the candidate leading in the polls, and within a chain, papers had a strong tendency to endorse the same candidate. Although editors claimed they had strong voice in determining whom their paper endorsed, little evidence was found to support their contention. (HOD)

ED 270 791   CS 209 868

Schanck, Emily T.
Word Processor versus "The Pencil" Effects on Writing.
PUB DATE- Apr 86
NOTE- 48p.; Requirement for a master's degree, Kean College of New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Patterns; Comparative Analysis; Creative Writing; Grade 4; *Handwriting; Intermediate Grades; *Revision (Written Composition); *Word Processing; Writing Processes; *Writing Research; *Writing Skills

In a study to determine the effects of writing on the computer versus traditional writing by hand, 22 fourth grade students were randomly assigned to samples using either a computer or paper and pencil. The study hypothesized that (1) children are not more willing to revise and improve their writing using a word processor when compared to the pencil and paper approach, (2) students will not want to write more often or produce longer compositions, (3) typing ability does not present special problems to students alienated from writing, (4) students will not transfer learning from word processing writing to manual writing, and (5) writing with a word processor does not change writers' behavior. Three creative writing topics were assigned during consecutive weeks. The control group was instructed to complete all writing manually, while the experimental group completed all writing from beginning stages to the final draft on the computer. The stories were analyzed according to the amount and type of editing and revision attempted. Results showed no significant differences in the editing or revising of the two groups. A literature review on microcomputer usage and writing achievement is included. (Tables of data are appended.) (HOD)

ED 270 819 CS 209 923

Beam, Randal A.
Women and Racial Minorities in the Media Labor Force, 1970-80.
PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Census Figures; Comparative Analysis; Demography; Employment Patterns; *Females; Income; Journalism; *Labor Force Development; *Media Research; *Minority Groups; *News Media;

Occupational Information; Occupational Surveys; Research Methodology; *Sampling

Data were extracted from the public use samples of the 1970 and 1980 United States censuses in order to (1) determine how successful the American media have been in hiring more racial minorities and women, (2) evaluate how changes in the media labor force correlate with changes in the nature of the news and information that the news media produce, and (3) point up how sampling strategies can dramatically affect the portrait painted of an occupational group. The respondents included in the subsamples listed their occupation as reporters or editors, worked 35 hours or more a week, and were employed in one of three industries: newspaper printing and publishing, nonnewspaper printing and publishing (periodicals and books) or radio and television broadcasting. The 1970 subsample had 757 respondents, while the 1980 subsample had 1,080 respondents. The data revealed that the representation of women in the media labor force rose substantially from 1970 to 1980 and that women were paid less than men, although this difference appeared to be shrinking. For racial minorities, the data also revealed growth in representation, although minorities appeared to be paid less than whites. Taking education, gender, and age into account, minority status did not significantly contribute to variance in wage and salary income. Since these findings differed from noncensus studies, the study concluded that differences in sampling strategies can substantially affect the picture of the labor force presented. Footnotes and data tables are appended. (HOD)

ED 270 860 EA 018 540

Lawton, S. B.; And Others
Development and Use of Performance Appraisal of Certificated Education Staff in Ontario School Boards. Volume I: Technical Report. Professionalism in Schools Series.
Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-1074-X
PUB DATE- 86
NOTE- 295p.; For Volume IV, see EA 018 541. Volumes II and III available only on microfiche from The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada. ISBN is for the four-volume set.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Evaluation; *Educational Administration; Educational Policy; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Evaluation Problems; Evaluators; Foreign Countries; Formative Evaluation; Management by Objectives; Organizational Objectives; Organizational Theories; Performance Factors; *Personnel Evaluation; Standards; Summative Evaluation; *Teacher Evaluation; Teaching (Occupation)
IDENTIFIERS- Ontario

This study addresses four questions: (1) What types of performance appraisal policy for educational staff have been adopted by Ontario school boards? (2) To what extent have these policies been implemented in practice? (3) What types of appraisal policies are most effective? and (4) What processes have school boards used to develop and implement their appraisal policies? To answer these questions, policies for the appraisal of teachers, principals, superintendents, and directors were requested from all 126 public boards of education or county and district Roman Catholic separate school boards in Ontario. Based on the responses, typologies were developed for appraisal practices for each of the roles under study, and questionnaires based on these typologies were administered to teachers, principals, superintendents, trustees, and directors in a stratified sample of 30 representative school boards. Percentage distributions were prepared for all characteristics included in the typologies of performance appraisal policy, revealing which practices were most widespread, and the characteristics of appraisal systems were correlated with their effects on the attitudes and behavior of those evaluated. Finally, individual case study reports were used to prepare a comparative analysis. Findings, reported in detail, suggest that formal appraisal systems can be effective, but that more effort must be made in implementing policies, and that stronger linkages are needed between performance appraisal and school boards' goals, organization, and job descriptions. (TE)

ED 270 928 EC 182 925

Physical Education for Handicapped Students. Technical Assistance Bulletin.

Texas Education Agency, Austin.

REPORT NO.- TEA-GE6-330-02
PUB DATE- Apr 86
NOTE- 49p.
AVAILABLE FROM- Texas Education Agency, 1701 Congress Ave., Austin, TX 78701 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Adapted Physical Education; *Delivery Systems; Demonstration Programs; *Disabilities; Elementary Secondary Education; Health Conditions; Mainstreaming; *Program Development; Safety; Special Classes; Student Evaluation; Student Placement; Teacher Role; *Teaching Methods

The Texas Education Agency bulletin examines aspects of physical education for students with handicaps. Following a statement of philosophy, the guidelines address the following topics: assessment (characteristics of motor assessment instruments); the developmental program plan (program organization, descriptors and skills for essential elements); physical education instructional arrangements and settings (nine possibilities, including regular class with minor modifications and regular class with individual or low ratio instruction); health and safety considerations for students with physical or health impairments; and options for service delivery in adapted physical education. Answers to commonly asked questions on such topics as teacher role and responsibility and curriculum content are followed by a list of considerations for program design (personnel, curriculum/program design, student assessment, resources, and staff development). Among appended material are summaries of seven exemplary programs in physical education and a descriptive list of motor assessment instruments. (CL)

ED 270 943 EC 182 944

Tibbetts, Terry J.; And Others
Identification and Assessment of the Seriously Emotionally Disturbed Child: A Manual for Educational and Mental Health Professionals.
California State Dept. of Education, Sacramento. Div. of Special Schools and Services.

PUB DATE- 86
NOTE- 65p.
AVAILABLE FROM- California State Department of Education, Publication Sales, P.O. Box 271, Sacramento, CA 95802-0271 ($2.75, prepayment required, California residents add sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Disorders; Behavior Patterns; *Definitions; Elementary Secondary Education; *Eligibility; *Emotional Disturbances; *Evaluation Methods; Handicap Identification; Student Characteristics; *Student Evaluation

IDENTIFIERS- Diagnostic Statistical Manual of Mental Disorders

The manual examines issues in determining eligibility criteria for students with serious emotional disturbance (SED). Educational and clinical definitions of SED are compared, components of the educational definiton are examined, and the issue of differentiating behavioral disorders from serious emotional disturbance is considered. The assessment process for students with SED is then delineated, including educational history; description of previous interventions; developmental and health history; teacher, child, and parent interviews; home visits; behavioral observations; language development; basic skills; and emotional functioning. A final chapter considers the use of criteria from the Diagnostic and Statistical Manual of Mental Disorders in the identification and diagnosis of SED children. Appended are a list of the agencies participating in the criteria project and a list of behavioral characteristics identified by the agencies as comprising evidence of serious emotional disturbance. (CL)

ED 270 610   CE 044 559

Experience Based Internships, 1985. Annual Summary Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 23p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; Educational Development; *Educational Research; Higher Education; *Internship Programs; Outcomes of Education; Professional Education; *Program Effectiveness; Program Improvement; *Research and Development; *Research and Development Centers; Research Projects; Research Skills

During 1985, the Center for Professional Development of the Northwest Regional Educational Laboratory identified and supported five internships in various aspects of educational research and development work. Programs with which the interns were affiliated included a goal-based education program, the Center for Sex Equity, an assessment and evaluation program, a computer technology program, and the Pacific Region Educational Program. To assess the impact of these internships, a formal interview schedule incorporating the five evaluation questions delineated in the program's work statement was used. The evaluation found the following: (1) the capability of the interns to pursue educational research and development (R&D) work increased, because the skills needed were acquired or strengthened; (2) the job placement and promotion activities of the internships have increased the employment of women and minorities in R&D work; (3) the project has assisted interns in obtaining credentials, although this was not a major need, since interns were already well-versed in such procedures; (4) information on internship activities was publicized in several media sources; and (5) the internships were a positive experience for both interns and sponsoring agencies. Recommendations for the future included longer internships, dropping the requirement for university enrollment during internship, and having the internships lead to contracts. (The interview schedule and internship contracts are appendixed to the report.) (KC)

ED 270 636 CE 044 597

Schouten, Tony; Van Der Sanden, Johan

Technical Skills Acquisition: Aptitude-Treatment Interactions, Heuristics and Teacher Behavior.

PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; Classroom Techniques; Educational Needs; Electronics; Foreign Countries; *Heuristics; Metal Working; Postsecondary Education; *Psychomotor Skills; Secondary Education; *Skill Development; Spatial Ability; *Task Analysis; Teacher Attitudes; Teacher Behavior; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Netherlands

Two studies were conducted to determine how students perform psychomotor tasks and how teacher behavior influences performance. Study 1, conducted with about 100 technical students in a metal working class in a technical school in The Netherlands, showed that a process-based heuristic approach, stimulating students to perform complex psychomotor tasks in their own way, can help both high and low ability students. Heuristic instructions permit students not having problems to proceed quickly through the successive processes that lead to the product. However, for students who encounter a problem, suggestions as to the means to deal with it are available. At any stage students themselves control each step of task performance, thereby strengthening their self-regulation capacities. Study 2, conducted with 18 teachers, 10 metal work teachers, and 8 electrotechnics teachers, recorded their verbal behavior during regular practice lessons lasting about 1.5 hours each. The study showed that technical school teachers are inclined to exercise extensive control over student performance. Taking into account the results of study 1 and of earlier studies, such teacher control should be regarded as ineffective: high ability students' performance will be lessened, while for low ability students only short-term effects are expected. Control over task performance should, therefore, be shifted from teacher to student. Teachers' instructions will be more effective when thev put students in a position where they can invent solutions for problems and develop performance routines themselves. Special emphasis should also be put on the process of goal-image formation. (KC)

ED 270 718 CS 008 453

Bussis, Anne M.; And Others
Inquiry into Meaning: An Investigation of Learning to Read.
REPORT NO.- ISBN-0-89859-504-5
PUB DATE- 85
NOTE- 367p.
AVAILABLE FROM- Lawrence Erlbaum Associates, Inc., Publishers, 365 Broadway, Hillsdale, NJ 07642 ($39.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Case Studies; Classroom Environment; Cognitive Processes; Cognitive Style; Cooperation; Elementary Education; Language Acquisition; *Language Patterns; *Learning Processes; *Learning Theories; Oral Reading; Reading Processes; *Reading Research; *Reading Skills
IDENTIFIERS- Educational Testing Service

The details of a 6-year investigation entitled the Education Testing Service (ETS) Collaborative Research Project on Reading, which brought researchers and educators together in classroom studies of young children learning to read, are presented in this book. The first four chapters of the book describe the theoretical rationale, design, and procedures of the study, while the next four chapters present a distillation of the research findings in the form of a theory about the nature of beginning reading and about the knowledge children bring to bear in learning how to read. The remaining five chapters present background information and descriptions of case studies portraying the unique constellation of styles, interests, and reading accomplishments that marked the classroom lives of four children while they were learning to read. (HOD)

ED 270 733 CS 008 478

Clark, Margaret M., Ed.
New Directions in the Study of Reading.
REPORT NO.- ISBN-1-85000-068-9
PUB DATE- 85
NOTE- 187p.
AVAILABLE FROM- The Falmer Press, Taylor & Francis Inc., 242 Cherry St., Philadelphia, PA 19106-1906 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Beginning Reading; *Cognitive Processes; Elementary Education; Language Acquisition; Language Processing; *Language Skills; Literacy; Parent Role; Reader Text Relationship; Reading Instruction; *Reading Processes; *Reading Readiness; *Reading Research; *Reading Writing Relationship; Spelling Instruction; Writing Instruction; Writing Processes
IDENTIFIERS- *Speaking Writing Relationship

Reflecting recent insights on the process of learning to read and its relationship to oral language development and writing, the articles in this book provide a range of perspectives, ideas for further empirical investigations in classrooms, extensive reference lists for further reading, and implications for practice throughout a child's education. Following an introduction by Margaret M. Clark, the titles of the 14 articles and their authors are as follows: (1) "Language Prerequisites for Reading" (John A. McInnes); (2) "Language Skills and Reading: A Developmental Perspective" (Margaret Donaldson and Jessie Reid); (3) "Language and School Failure: Some Speculations about the Relationship between Oral and Written Language" (Marion Blank); (4) "The Child's Understanding of the Functions and Processes of Communication" (John Downing); (5) "Some Factors in Pre-School Children of Relevance to Learning to Read" (Wendy Sutton); (6) "Predisposing Factors in Early Literacy: A Case Study" (Margaret van Lierop); (7) "The Relationship between Oral and Written Language: The Children's Viewpoints" (Emilia Ferreiro); (8) "Cognitive Processes in Spelling and their Relevance to Spelling Reform" (Uta Frith); (9) "Writing and Reading: A Marriage between Equals" (Jennifer E. Barr); (10) "The Intermediate Skills Revisited" (John E. Merritt); (11) "Literacy Is Not Enough" (John Pearce); (12) "Reading: Effective Communication through Text" (Geoffrey E. Lewis); (13) "Parents as Teachers of Literacy" (Max Kemp); and (14) "Language and Concepts: Play or Work? Seriousness or Fun? Basics or Creativity?" (Mogens Jansen). (HOD)

ED 270 805 CS 209 897

Gawley, Brian

"New York Times v. Sullivan" and Its Progeny: Was There a "Chilling Effect?"
PUB DATE- Aug 86
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Court Judges; *Court Litigation; Cybernetics; Federal Courts; Freedom of Speech; *Newspapers
IDENTIFIERS- *Editorial Policy; *Libel; *New York Times Co v Sullivan

In 1964 the United States Supreme Court issued a landmark decision, in the case of the New York Times v. Sullivan, that was hailed as a tremendous victory for the news media. This decision changed the law of libel by introducing a fourth requirement of "actual malice" in addition to three previously accepted requirements--publication, identification, and defamation. In examining 18 similar cases, the theoretical perspective used in this paper is cybernetics, the study of regulation and control in systems, with emphasis on the nature of feedback. Analysis of these 18 court cases, as well as consideration of a previously conducted study, suggests that there is presently a pattern of increased caution and responsibility on the part of newspaper editors in response to negative court decisions. However, it does not appear that this caution has reached the point where it would constitute a "chilling effect." (A list of libel cases succeeding "New York Times v. Sullivan," a copy of the advertisement that led to the suit, and a list of various practices adopted by newspapers to guard against potentially libelous letters are included.) (DF)

ED 270 833 CS 505 322

Wakefield, Gay

Communication Competence in Public Relations' Management Counseling Function.

PUB DATE- 19 Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Speech Association (Cincinnati, OH, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Discussion; Group Dynamics; Higher Education; Human Services; Nonverbal Communication; Organizational Communication; Persuasive Discourse; *Public Relations; *Speech Communication; Verbal Communication
IDENTIFIERS- Audience Awareness; *Management Counseling

A need exists for development of communication competence as a part of management. Although public relations literature has dealt with the nature of management counseling and when and why it should be practiced, the literature has not clearly defined the importance of audience analysis, location of the management counseling sessions, and presentation design in determining the success of management counseling sessions. Public relations articles, books, and university degree programs have tended to focus on the gathering, analysis, writing, and physical design of information, neglecting the fact that a great deal of public relations practitioners' success depends on their oral and nonverbal communication. Management counseling is just one excellent example of a vital aspect of public relations in which success is enhanced through application of theories and methodologies traditionally ascribed to speech communication. Therefore, as the practice of public relations continues its rapid movement and expansion toward promotion and management, the field of speech communication should be recognized as increasingly important to the education of future practitioners and the upgrading of practitioner abilities. (DF)

ED 270 846 EA 018 524

Handler, Janet R.
Shaping Tennessee's Career Ladder Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 86
NOTE- 21p.; A Report to the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitudes; *Career Ladders; Elementary Secondary Education; Government School Relationship; State Legislation; *State Programs; State Surveys; Teacher Employment; Teacher Evaluation; Teachers
IDENTIFIERS- *Tennessee

This paper highlights selected key findings and discusses several issues emerging from an extended case study of the development and operation of a statewide teacher career ladder enacted into law in Tennessee in 1984. Data for the study were gathered through interviews, observations, elimination of documents, and a survey of selected teachers. The report first describes the origins of the career ladder proposal in Tennessee and the history of the development of the enabling legislation. Major issues raised during the legislature's deliberations are identified. These issues involve the proper roles of the agencies concerned, the characteristics appropriate for a teacher salary and evaluation system, and suitable processes for implementing and maintaining the program. The second section of the report discusses implementation of the career ladder system. The teacher survey found that attitudes concerning the quality of communication about the program were mixed, that those concerning "fast-tracking" to place established teachers higher on the ladder were generally favorable, and that those concerning the teacher evaluation processes used were generally unfavorable. The report concludes with a discussion of the findings and with recommendations addressed to those considering implementing statewide career ladder programs. (PGD)

ED 270 886 EA 018 572

School Buildings Services Information Needs Assessment: Volumes 1 and 2.

Alberta Dept. of Education, Edmonton. School Buildings Services.

PUB DATE- 16 Apr 86
NOTE- 656p.; Appendices contain small print.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Automation; Computers; Databases; Data Collection; Data Processing; *Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; Information Needs; Information Networks; Information Retrieval; *Information Systems; Man Machine Systems; Online Systems; *State Agencies; *State Departments of Education
IDENTIFIERS- *Alberta

This report presents an information needs assessment for an office automation plan to be undertaken for the School Building Services Branch of the Alberta Department of Education. This exercise complements the work of two senior committees within the Department: (1) the Electronic Information Processing Needs Study Steering Committee, and (2) the Electronic Information Processing Task Force. The first phase, in five sections, provides a background for the rest of the examination. The introduction describes the purpose of the assignment and the research activities. Section 2 describes the organization, operations, key responsibility areas, and physical environment of the branch. Section 3 describes the functions, processes, and data and information flows. In Section 4, a model displays what occurs within the branch: generation of primary data, retrieval, acquisition of data, transformation of data into usable information, interaction (communicating or disseminating) and storage of data/information. Section 5 completes the overview with a background summary. Phase 2 comprises a time log survey (Section 6) of all members of the branch. This is followed by a consideration of general automation requirements of the branch (Section 7), and a framework (Section 8) for a plan of automation, including a model of a school building's capital decision support system. A separate volume of 21 appendices is also included. It presents statistical data to complement the report. (TE)

ED 270 623 CE 044 581

Vocational Training Needs in Rural Communities.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-4260-2
PUB DATE- 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Agricultural Education; *Educational Needs; *Farm Occupations; Females; Foreign Countries; Literature Reviews; *Rural Areas; Rural Environment; Spouses; *Vocational Education
IDENTIFIERS- *Europe

This bibliographical research study surveys recent literature on specific vocational training needs prevailing in rural communities and the most effective means of satisfying those needs. It also charts out a general overview of the vocational training situation in rural areas in the Member States of the European Community and in Spain and Portugal. Part One identifies the major objectives of training--those which derive from the component parts of the rural milieu and those which derive from the activities peculiar to rural life. Within the full range of the needs identified, the major part of all publications on rural vocational training attach priority to training for farming personnel. Part Two examines the development of this type of training. It addresses training supply and demand, objectives and methods of training in agriculture, and special target groups for training in rural areas: women, and individuals with a nonagricultural background. Part Two also looks at the question of the training inputs made in connection with local rural development projects that are expected to supplement the sectoral training by dealing with the social dimensions of life in a rural community and to cover the needs experienced by people engaged in other occupational fields. Part Three offers conclusions. A five-page bibliography is included. (YLB)

ED 270 649 CE 044 630

Sum, Andy; And Others

Cracking the Labor Market for Human Resource Planning.

National Governors' Association, Washington, DC. Center for Policy Research and Analysis.

SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- Jan 86
NOTE- 317p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Career Education; Case Studies; *Data Analysis; Data Collection; *Human Resources; *Labor Force Development; *Labor Market; *Occupational Information; Program Development; Program Evaluation; *Program Implementation

This publication is designed to increase the skills and knowledge of practicing human resource staff, private sector decision makers, and university students preparing for careers in the human resources field in the use of labor market and occupational information for policymaking and planning. Chapter 1 reviews human resource issues, concepts and programs. Chapter 2 offers detailed information on the key concepts and measures used to represent labor market activities. Chapter 3 on labor market and occupational information describes the roles of public and private sector organizations in the production of labor market information (LMI), discusses LMI data collection programs, and reviews data classification systems and data synthesis and analysis programs. A discussion of labor market and occupational information applications and issues follows. Chapter 4 focuses on the roles of labor market and occupational information in planning and implementing human resource programs. Chapter 5 demonstrates the potential uses of labor market and occupational information in designing, operating, and evaluating state and local human resource programs. Data are presented for a hypothetical state and local area. Case study materials that simulate a planning exercise and include background, tasks and exercises, tables, and an analysis are appended. (YLB)

CG

ED 270 748 CS 209 757

Lang, Frederick K.

Power and Light without Electricity.

PUB DATE- 17 Apr 85
NOTE- 16p.; Paper presented at the Conference on Developmental Education (4th, Brooklyn, NY, April 17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Reading; Dialogs (Literary); Higher Education; *Language Standardization; *Language Usage; Literary Criticism; Literary Devices; *Reader Response; *Writing Instruction; *Written Language
IDENTIFIERS- Gestalt Psychology

One way to elicit good writing from students is to expose them to great literature and have them write about the attributes they share with a character, or about the experiences they have had that parallel those in a work of fiction, or about how a work of fiction compares with real "life." Using James Joyce's "Dubliners" as a primary source, students chose four related episodes that had made an impression on them and then wrote a separate and different kind of response for each episode, developing their own response techniques. The teacher wrote along with them, explaining the purpose of introductions, transitions, and synthesizing statements or theses. The students also read and wrote about Plato by writing dialogues of their own and using techniques borrowed from Gestalt psychology to dramatize and analyze conflict. In this way, students put themselves "inside" an issue and were forced to look at it from all angles. To learn to use outside sources, the students chose the five ideas they considered most significant in the dialogues, and wrote a summary of each followed by two or three original illustrations that could not come from their own experiences. Although these techniques are innovative, the students were taught the conventions of academic language while being encouraged to retain the idiomatic speech in which they were brought up. (SRT)

ED 270 777 CS 209 829

Stacks, Don W.; Wright, Donald K.

A Study of Reactions to Ethical Dilemmas in Public Relations.

PUB DATE- 5 Aug 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Codes of Ethics; College Students; Confidentiality; *Ethical Instruction; *Ethics; Higher Education; *Journalism Education; Mass Media; Moral Development; Moral Values; Publicity; *Public Relations; Values Education

In order to justify ethical instruction for media students, 109 university students in basic communication courses were asked to confront a moral-ethical problem, specifically, the request for information that a sponsoring company or organization wished suppressed. Respondents were randomly assigned to one of four conditions: working for a public organization or working for a private organization and deciding about the firing of a coach, and working in either situation and deciding about about nuclear waste disposal. Based on these situations and similar earlier research by Ryan and Martinson (1984), the two hypotheses proposed that (1) responses to the situations will differ significantly depending on whether or not the situation is public or private, with those responding to the commercial interests less willing to give information to the public; and (2) responses to the coach firing will differ significantly from responses to the nuclear waste situation because the "need to know" about nuclear waste will compel subjects to release information. Responses did not support the first hypothesis, though the second was supported. However, the students indicated more uncertainty than the public relations practitioners in Ryan and Martinson's study, which suggests a need for teaching ethics in university-based communication programs. (SRT)

ED 270 874 EA 018 559

Lane, John J., Ed.
Marketing Techniques for School Districts.
Association of School Business Officials of the United States and Canada, Reston, VA.
REPORT NO.- ISBN-0-910170-43-6
PUB DATE- 86
NOTE- 186p.
AVAILABLE FROM- Publication Sales, Association of School Business Officials, 1760 Reston Avenue, Suite 411, Reston, VA 22090 (Book No. 8601; $15.95 prepaid; only orders exceeding $25 may be billed; shipping charges will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; *Educational Facilities Planning; Educational Finance; Educational Improvement; Elementary Secondary Education; *Marketing; Needs Assessment; Public Schools; *School Business Officials; School Business Relationship; School Community Relationship; *School District Spending

Development of marketing plans can assist not only public school districts in meeting recent competition but will also improve educational processes, increase revenue, and restore confidence in schools. This collection of articles describes a new role for school administrators--particulary for business managers: administrators as "entrepreneurs." The combined effort of volume contributors is to present guidelines for business managers and other school personnel so that they might develop a prosperous district. Part one, a discussion of effective public school marketing, includes "The Marketing Dimension of School Business Management," by John J. Lane; "A Marketing Plan for Public School Management," by Janet Biros; and "Strategic Marketing," by Johney Brooks. The second section focuses on marketing techniques, with the following articles: "Community Analysis Techniques: An Anthropologist's Perspective," by Robert L. Rotenberg; "Needs Assessment: A Management Tool in Marketing a Program," by Maurice J. Eash; "A School District Can Market While Learning to Market," by William H. Dierdorff; and "How to Win Next Time: Public Relations and School Bond Issue Elections," by Charles Stanley. Alternative funding is the topic of part three, which includes "Alternative Sources of Revenues," by Frederick L. Dembowski; "The School Foundation and Other Methods That Work," by John Burl Artis; and "School District Volunteer Programs," by Sandra T. Gray. Part four examines marketing school services in the following works: "Marketing through Community Service," by James Fritts; "Preparing to Market School Food Services," by John J. Lane and George Koenig; "School and Community Facility Use Agreements," by Calvin W. Lathen and Jess D. Caudillo; "Joint Occupancy of Public School Facilities," by Robert Posilkin, and "Community Use of the School District's Stadium," by Barbara D. Twardus. Part five concludes this volume with three works on building citizen confidence in schools: "Home, School, Community Relations," by George Kliminski; "Image Can't Be Left to Chance," by Margaret Anthony; and "Restoring Confidence in the Public Schools," by John H. Wherry. (CJH)

ED 270 913 EC 182 910

Smith, Bert Kruger
"Wilted Flower" Syndrome.
PUB DATE- 16 Mar 86
NOTE- 20p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); *Adults; *Interpersonal Competence; *Learning Disabilities; *Social Development

The paper examines the social aspects of learning disabilities (LD) in adults, noting the role of the early imprinting process which may influence them throughout their lives. It is noted that LD adults have missed learning social skills that involve a sensitivity to subtlety, an awareness of voice tones, and a realization of time and other people's moods. Ways in which inadequate social skills set LD adults apart from their peers are described. The paper advocates a mental health approach to such socialization problems in which individuals gradually assume responsibility for themselves and learn to reach out to others. (CL)

ED 270 597 CE 044 541

Thompson, Dale E.
Science Laboratory Exercises for Vocational Agriculture Students.
Hawaii Univ., Honolulu. Coll. of Education.
SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Jun 86
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Behavioral Objectives; *Laboratory Experiments; Learning Activities; *Ornamental Horticulture; *Plant Growth; Science Education; *Science Experiments; Secondary Education; *Vocational Education

This manual provides learning activities for use in two vocational agriculture courses--ornamental horticulture I and agricultural technology I. These activities are intended as aids in the teaching of application of science principles. An introductory chart gives a summary of how vocational agriculture objectives match objectives of specific science courses. A listing of both vocational agriculture and science objectives follows. All of the 67 laboratory activities that make up the bulk of the manual are components of the unit entitled "Plant Growth and Development." Fifteen subunits are plant anatomy, plant physiology, media, plant propagation (by seeds, cuttings, and layerage), transplanting, chemical regulation, environmental factors, plant nutrition, soil management, composting, chemical safety, chemical application, and turfgrass management. One to 15 exercises are provided for each subunit. Components of each laboratory exercise are title, objectives, materials, procedures, and discussion questions. (YLB)

ED 270 663 CG 019 116

Medler, Byron W.; And Others
Identification and Treatment of Stepfamily Issues for Counselors and Teachers.
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; Adolescents; Children; Counseling Techniques; *Developmental Stages; *Emotional Adjustment; Family Counseling; Family Life; Family Relationship; *Remarriage; School Counselors; *Stepfamily
Although the stepfamily has become a significant family system in the United States, the amount of empirical research on stepfamily living is limited. The definitions of a stepfamily as any family in which at least one adult is a stepparent is a simple one, yet the issues and dynamics involved in stepfamilies are complex. The structures, roles, functions, and boundaries of stepfamilies are more ambiguous and complex than are those of nuclear families. Children grieve over the dissolution of their parents' marriage and go through the grieving stages of denial, anger, guilt/depression, and acceptance/resignation. Children can be at different stages in this cycle when their parents remarry and their stage can determine their ability to adjust to a remarriage. Seven critical issues which children deal with in relation to remarriage are: (1) dealing with loss; (2) divided loyalties; (3) deciding where he/she belongs; (4) membership in two households; (5) unreasonable expectations; (6) fantasies of natural parenting; and (7) guilt over causing the divorce. Much of the stepfamily literature suggests that adolescent stepchildren may experience the greatest difficulty in adjusting to a stepfamily system. Adolescents, in particular, may experience stress related to discipline, having a biological parent living elsewhere, unrealistic expectations, and divided loyalty. The rapid growth in the number of school-age children living in stepfamilies indicates the need for school counselors to initiate programs to assist stepfamilies. There are a number of ways that therapists can help stepfamilies through education and family therapy. A primary consideration for the therapist working with a stepfamily is where the family and the family members are in regard to developmental issues. (NB)

ED 270 705 CG 019 162

Frank, Robert L.
Counselor/Administrator Perceptions of Counselor Responsibilities.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Counselor Attitudes; *Counselor Role; Counselor Teacher Cooperation; Elementary Secondary Education; *Employee Responsibility; Parent Role; *Role Perception; School Counseling; *School Counselors; Student Improvement

School counselors perform a variety of tasks and are expected to assume a variety of roles. In an effort to determine school counselor and administrator perceptions of counselor responsibilities, 404 counselors and 315 administrators in Iowa completed a questionnaire by ranking their perceptions of actual and ideal counselor roles in each of 13 responsibilities areas. The results of the questionnaire revealed that elementary counselors seemed to stress direct work with students, teachers, and parents to enhance the optimal learning in the classroom. Secondary school counselors seemed to stress direct contact with students, often on a one-to-one basis, to facilitate structured interventions, educational advisement, scheduling and placement, career guidance, and orientation and registration. Secondary counselors reported giving less attention to working with teachers or parents in reaching counseling goals. Elementary counselors appeared to have a closer relationship between perceived actual roles and ideal roles with junior/senior high counselors having the biggest gap between these roles. While counselors tended to have considerable distance between their perceived actual role and their ideal role, administrators tended to have a very similar priority ranking between what they saw counselors actually doing and what they considered the ideal counselor role to be. If counselors are going to move closer to their perceived ideal role, they must communicate this role to the administrator. (The questionnaire and a rank ordering of responsibilities is included.) (NB)

ED 270 792 CS 209 869

Jones, William

The Monitoring Eye: Strategies for Proofreading for Basic Writers.

PUB DATE- Mar 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grammar; Higher Education; *Revision (Written Composition); Teaching Methods; *Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Basic Writing; *Proofreading

Rather than giving basic writing students handbook and workbook exercises to direct their proofreading, teachers can use a monitoring system that teaches the students to recognize problems and to systematically monitor and eliminate the difficulties. After completing two or three assignments that include several drafts, students copy out all the errors in each category of errors that has appeared in their papers, such as subject-verb agreement, fragments, parallelism, or possessive problems. Sentences from each list are then examined for any common, recurring feature that may serve to identify the problem as manifested in the list being studied. For example, a system for monitoring verb sequence problems is called CLC: circle all verbs, label all verbs either present or past tense, and check for consistency of tenses and to see whether the verbs make sense. Problems that yield visual clues to careful analysis can be eliminated from basic writers' texts with a little effort. Identifying problems that provide few or no visual clues to their presence may depend on complex grammatical analysis or on intuitive judgments about grammaticality and the rightness of language. While basic writers may be incapable of subjecting their texts to complex conventional grammatical analysis, they do have intuitions about the rightness of language. When basic writers use these intuitions along with accurate editing check-list charts, they are well equipped to proofread on their own. (HTH)

ED 270 900 EA 018 602

Marshall, John D.

The Politics of Curriculum Decisions Manifested through the Selection and Adoption of Textbooks for Texas.

PUB DATE- 86

NOTE- 656p.; This paper is based on an Ed.D. Dissertation, University of Texas.

LANGUAGE- English

EDRS Price - MF03/PC27 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Critical Thinking; Curriculum Research; Educational Policy; Elementary Secondary Education; Evaluative Thinking; *Policy Formation; *Politics of Education; Publishing Industry; Qualitative Research; *State School District Relationship; *Textbook Evaluation; Textbook Publication; Textbook Research; *Textbook Selection

IDENTIFIERS- *Texas

This dissertation determines how state-level textbook decisions were made in Texas during the period 1969-81. A combination of primary document, survey, and oral history data is employed to reveal actions of participants in three decision groups and their interactions with textbook publishers and petitioners during phases of three textbook selections. Investigation focuses primarily on how textbooks were evaluated and the nature and extent of publisher and petitioner influence on decision makers. This study's qualitative methodology interprets the "insider" view from oral history data of each of three decision phases. Chapter 1 describes research motivation, utility for practitioners and scholars, and the study's terms and limitations. Chapter 2 relates how study focus evolved, and chapter 3 explains investigative procedures. Chapter 4 presents data from the case studies, and chapter 5 reveals that all three groups used the Texas textbook guidelines as an important evaluation criterion but that each group interpreted them differently. Publishers were most influential with the state textbook committee and least influential with the board of education. Petitioners, however, were most influential with board members and less influential with the commissioner of education and his staff and with the textbook committee. Sixty-three references are included. (CJH)

ED 270 944 EC 182 945

Hinkle, Paul D.

California Special Education Programs: Education Code--Part 30 and Other Related Laws. Revised to Cover Laws Enacted During 1985. Eighth Edition.

California State Dept. of Education, Sacramento. Div. of Special Education.

PUB DATE- 86

NOTE- 174p.; For the seventh edition, see ED 260 530.

AVAILABLE FROM- California State Department of Education, Publication Sales, P.O. Box 271, Sacramento, CA 95802-0271 (free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agency Cooperation; *Disabilities; Elementary Secondary Education; Intervention; Services; *Special Education; *State Legislation

IDENTIFIERS- *California

The manual covers California statutes chaptered during 1985 and modifying provisions of Part 30 of the Education Code. It also includes provisions of the code regarding interagency responsibilities for providing services to handicapped children, early intervention services, and other provisions related to programs for individuals with exceptional needs. The text of the amended Part 30 of the Education Code is presented as it incorporates seven legislative bills chaptered into law in 1985. Topics covered include longer day/year for county operated special education programs, suspension/expulsion of handicapped pupils, early diagnosis of learning disabilities, and out-of-home care for individuals with serious emotional disturbances. (CL)

ED 270 569 CE 044 406

Pre-Technical Law Enforcement. Suggested Basic Course Outline.

Texas A and M Univ., College Station. Vocational Instructional Services.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 566p.
AVAILABLE FROM- Vocational Instructional Services, Texas A and M University, F.E. Box 182, College Station, TX 77843 (Order #24300--$12.60).
LANGUAGE- English

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Services; Compliance (Legal); Course Descriptions; *Crime Prevention; *Criminal Law; Employment Opportunities; Entrepreneurship; First Aid; *Law Enforcement; *Legal Education (Professions); Legal Responsibility; Lesson Plans; Police; *Police Education; *Pretechnology Programs; Secondary Education

This course outline is intended to assist vocational instructors in developing and teaching a pre-technical course in law enforcement. The outline, which has been written in accordance with the block progressive method of teaching, addresses the following areas: orientation (a course overview, youth leadership, and the history of law enforcement); investigation (the purposes of investigation, investigative procedures, and limitations); patrol procedures; law (common, case, and statute law and limitations); court procedures (role of the courts and civil, criminal, and juvenile court procedures); communications; corrections; community service (programs for the general public, delinquent youth, special groups, first aid, and crime prevention); and current trends (police training, careers, and entrepreneurship). Each major block is divided into a series of minor blocks, which are in turn broken down into individual tasks. Each task section includes a task statement, an instructional aim, cross-referenced information outlines, teaching suggestions, and suggested references and aids. Appendixes to the guide include lists of 34 suggested references and guidelines for developing a functional course of study and a suggested list of items that should be included when writing specific objectives. (MN)

ED 270 583 CE 044 519

Employment Initiatives. First Year Report.
Maryland State Dept. of Human Resources, Baltimore.
PUB DATE- Dec 83
NOTE- 34p.; For related documents, see CE 044 520-522.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Programs; Adults; Demonstration Programs; *Employment Programs; *Employment Services; Job Search Methods; *Job Training; One Parent Family; Remedial Instruction; *State Programs; *Welfare Recipients
IDENTIFIERS- *Employment Initiatives; Maryland

Maryland's Employment Initiatives (EI) program was implemented in Fall 1982 to help Aid for Dependent Children applicants and recipients find unsubsidized employment. Baltimore City and Wicomico County were selected as the sites for two demonstration projects. To maximize limited resources, three agencies in each site--the State Work Incentive program, the Department of Social Services, and the Comprehensive Employment and Training Act (CETA) prime sponsor--combined their resources and expertise to plan and manage EI. Primary emphases were training, financial incentives, and supportive services. Development of an employability plan, an important activity for EI clients, called for client participation in one or more of these components: job search assistance, welfare grant diversion funded on-the-job training, public sector work experience, and occupational and remedial training. Although both the Baltimore City project--OPTIONS, and the Wicomico County project--Basic Employment Training (BET), had similar program components, participation in these components differed because of program structure. Active participant placement rates were 25 percent for OPTIONS and 74 percent for BET for an overall rate of 41 percent. Changes were planned for EI's second operational year, one reason being the end of CETA and emergence of the Job Training Partnership Act. (Appendixes provide placement data, names of organizations providing work experience sites, and a listing of typical work experience jobs.) (YLB)

ED 270 677 CG 019 131

Segal, Bernard; And Others
Patterns of Drug Use: School Survey.
Alaska Univ., Anchorage. Center for Alcohol and Addiction Studies.
SPONS. AGENCY- Alaska State Office of Alcoholism and Drug Abuse, Juneau.
PUB DATE- 31 Jul 83
NOTE- 273p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Alcoholism; Behavior Patterns; Drinking; *Drug Abuse; Drug Education; *Drug Use; School Surveys; Secondary Education; *Secondary School Students; Sex Differences; *Student Attitudes
IDENTIFIERS- *Alaska

This study surveyed students in grades 7-12 in eight Alaskan school districts. The study was designed to obtain information on the use or nonuse of a broad spectrum of chemical substances, ranging from legal, socially sanctioned drugs for those of legal age such as alcohol and tobacco, to illegal and unsanctioned drugs taken for nonmedical purposes such as marijuana, cocaine, hallucinogens, and stimulants. Major findings of the study included the following: (1) one-half of the students reported experiences with one or more illicit mood-altering drug; (2) Alaskan students reported more experiences with psychoactive drugs than did their counterparts in the "lower 48"; (3) the majority of drug use was experimental and not daily use; (4) slightly higher proportions of males than females used drugs; (5) as age and grade level increased, the proportion of students who had tried drugs increased correspondingly; (6) most students who did not try drugs or who had stopped taking drugs reported fear that drugs would cause psychological or physical harm; (7) more students who had tried drugs expressed a need for drug education than did those who had not tried drugs; and (8) problems related to drug use increased as grade level increased. (Eighty-three tables and 26 figures are included. Survey instruments and the report of the Anchorage School Survey are appended.) (ABL)

ED 270 691 CG 019 148

Gattiker, Urs E.; And Others

Cross-Cultural Issues of Office Technology Management: Comparing Canada and the United States.

SPONS. AGENCY- Lethbridge Univ. (Alberta).
PUB DATE- Jul 86
NOTE- 33p.; An early version of this paper was presented at the International Congress of Applied Psychology (21st, Jerusalem, July 14-18, 1986). Also supported by a grant from the Alberta Manpower STEP Program. For related documents on the computer in the workplace, see ED 269 696-698, and CG 019 149-150. Tables may be marginally legible due to small, broken type.
CONTRACT- 86-1934-405
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computers; Computer Science; *Cross Cultural Studies; *Employee Attitudes; Foreign Countries; *Office Occupations; *Sex Differences; *Technological Advancement; Technology; Work Attitudes
IDENTIFIERS- Canada; United States

Although the internationalization of business makes cross-cultural research on workers' attitudes toward computer-based technology valuable to management, cross-cultural studies are rare. A study was conducted to determine whether employees in the United States differ from Canadian employees in their evaluation of computer-based technology due to the type of equipment used, hierarchical level in the organization, and the employee's sex. Twenty-eight Canadian and 15 United States employers from large firms, medium-sized firms, educational institutions, and government agencies selected equal numbers (3-6) of successful managers and support personnel from various departments. A total of 196 Canadian computer users and 95 U.S. computer users selected in this manner completed an anonymous questionnaire assessing their attitudes toward computer-based technology, how it supports individuals at work, whether they liked using their computers, and if such use made them more effective. Preliminary analyses provide some support for the hypothesis that employees working with intelligent workstations may perceive their computers differenly from peers working with main-frame terminals. In addition, the study investigated if men and women would differ in how they perceived computers at their workplace. Women in both countries differed from men in their attitudes toward computers. Moreover, the results obtained showed that women in the United States had different concerns relating to computer-mediated work than did their Canadian peers. A five-page list of references concludes the document. (NB)

ED 270 719 CS 008 456

Levin, Joel R.; And Others
Investigation of a Combined Mnemonic Strategy for Teaching the Order of U.S. Presidents. Working Paper No. 307.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 81

NOTE- 22p.; Report from the Project on Studies in Language: Reading and Communication.
GRANT- OB-NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Content Area Reading; Elementary Education; Grade 8; *Mnemonics; Presidents; *Reading Instruction; *Reading Research; Social Studies; *Teaching Methods; United States History
IDENTIFIERS- *Keyword Method (Language Learning)

A study combined a simple mnemonic counting system with the keyword method to determine whether the keyword vocabulary methods can be effectively combined with other mnemonic strategies to facilitate coding of numerically ordered information. This system was then taught to 48 eighth-grade students in the context of learning the names and numbers of 20 United States presidents. The mnemonic strategy represented a combination of three pictorial techniques: the method of loci, the pegword method, and the keyword method. Subjects were randomly assigned in equal numbers to one of two experimental conditions (mnemonic or control) and to one of two list orders (chronological or alphabetical). Before the study, students in all conditions were told that at test time half of the time they would be given a name and asked for a number, while the other half of the time they would be given a number and asked for a name. Results showed that students taught according to the combined mnemonic strategy out performed the control subjects, whether provided with a well-ordered set of presidents during input (presidents presented in their proper serial order) or a more complicated set (presidents presented in alphabetical order). (HOD)

ED 270 763 CS 209 800

Kenney, Keith; Lacy, Stephen

Economic Forces behind Newspapers' Increasing Use of Color and Graphics.

PUB DATE- Aug 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Color; Communications; *Competition; Content Analysis; *Economic Factors; Graphic Arts; Graphs; *Illustrations; Layout (Publications); Mass Media; *Media Research; *Newspapers; *Ownership; Photographs; Technological Advancement; Television

Noting that technology in the field of graphics and printing has permitted greater use of color, photographs, and graphics by newspapers, a study examined the effects of economic factors such as newspaper competition and ownership on the actual use of new technology for color and graphics. The newspaper sample, stratified on the basis of ownership and market structure, included 113 daily newspapers from 39 states and the District of Columbia for one randomly constructed representative week in November 1984. Content analysis began with measurement of the total content area of each newspaper front page, minus the area for the nameplate. The quantity and area of all graphic elements were measured, as was the area of color. The analysis revealed that maps, photographs, charts, and illustrations represented 27% of the front page's total area. Color was used by 32% of the newspapers regularly, while 59% occasionally used some front page color. Results also showed that the number and area of graphics and space devoted to color increased with increased newspaper competition, but not with television competition. It was also found that as the size of group ownership increased, the number of graphics used on the front page increased. (HOD)

ED 270 806 CS 209 899

Bizzell, Patricia
Academic Discourse: Taxonomy of Conventions or Collaborative Practice?
PUB DATE- Mar 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986). Print is broken.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Connected Discourse; Cooperation; *Discourse Analysis; Higher Education; Models; Writing Evaluation; *Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- *Academic Discourse Theory; Conversation

The two current approaches to teaching academic discourse are conventional and collaborative; in practice, they overlap because both are based on a "conversational model" of learning to write in college. Taxonomists and collaborationists disagree on the relative emphasis that should be placed on the various pedagogical methods: collaborationists fear that taxonomists adhere too rigidly to conventions and taxonomists fear that collaborationists ignore the problem of how much--or little--students know about these conventions in the first place. The conversational model emphasizes the social context for writing which helps teachers to diagnose student writing problems as systemic conditions, involving the whole academic community, and not as local deficiencies in the students themselves. Students can be motivated to participate in academic discourse by pointing out that if they do not, they lose access to academic knowledge, and hence limit their future social, economic, and political options. Both taxonomists and collaborationists take the conversational model too literally; in order for a conversation-as-dialogue to foster initiation into a particular conversation-as-discourse, the participants in the dialogue must have some knowledge of the discursive practices of the larger conversation. In recognition of this inherent conflict, an in-depth, comparative, ethnological study of discursive practices in and out of school needs to be performed. (SRT)

ED 270 820 CS 209 924

Smith, Conrad; Hubbard, Tom
Visual Excellence and Photographic Professionalism in Local Television News.
PUB DATE- Aug 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Awards; Comparative Analysis; Job Satisfaction; Journalism; *Media Research; *News Media; News Reporting; Occupational Surveys; *Photography; Professional Autonomy; *Professional Development; *Professional Recognition; Self Actualization; Values
IDENTIFIERS- National Press Photographers Association; *Television News Photographers; *Visual Excellence

To determine if visual excellence in television news is related to photographers' professionalism, a six-page questionnaire was mailed to 438 full-time news photographers asking them about the working conditions at their shops, their opinions about television news, and their rating of professionalism scales. For comparison, a purposive sample was constructed of 70 additional photographers who worked at stations that had received the National Press Photographers Association (NPPA) News Photography Station of the Year Award or who had themselves been selected as NPPA Regional News Photographer of the Year during the last five years. Responses indicated that television news photographers in general rate themselves about the same as newspaper photographers and television journalists on scales measuring professionalism, but there was little relation between achieving a high score on a professionalism index and winning awards for television news photography. Like those who score highly on a professionalism index, award-winning news photographers value the autonomy to do the job the way they want. Unlike high-scoring professionals, they tend not to criticize the station they work for, and show little interest in the potential of their work to influence public opinion. Both award-winning and other photographers show idealism about what television news should be. The study concluded that the achievement of visual excellence is more the application of good craft than a reflection of professional values. Footnotes and tables are appended. (HOD)

ED 270 834 CS 505 324

Monaghan, Therese A.
Finding Speech Topics and Supporting Material.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Public Speaking; Reference Materials; Relaxation Training; *Speech Communication; Speeches; *Teaching Methods; Visualization
IDENTIFIERS- Personal Experiences; *Topic Selection

Many students in public speaking classes have trouble finding topics and material that will support their ideas effectively. Too often students have a conceptual emphasis, substituting lengthy explanations about their ideas, in place of images, metaphors, and specific details of carefully observed events that make ideas vivid and meaningful. A three part exercise can help students trust more in their own experiences when they search for topics and look for material to support their ideas. The first phase is a breathing and relaxation exercise. This is followed by a visualization phase, in which the students let their minds wander over recent events in their lives, while the third phase involves putting those visualizations into words and then sharing them with peers. At the end of the exercise, students give a general response to what happened. Some students want to tell their stories again before the whole group. They respond to each other, picking up the universal truths contained in the stories, and finding themselves absorbed in the concreteness of the events described. The purpose of the exercise becomes clarified, and students become more aware of how easily they can find speech topics and material supporting their ideas. (HTH)

ED 270 861 EA 018 541

Lawton, S. B.; And Others
Development and Use of Performance Appraisal of Certificated Education Staff in Ontario School Boards. Volume IV: Non-Technical Report. Professionalism in Schools Series.

Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1074-X
PUB DATE- 86
NOTE- 49p.; For Volume I, see EA 018 540. Volumes II and III available only on microfiche from The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada. ISBN is for the four-volume set.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Evaluation; *Educational Administration; Educational Policy; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Evaluation Problems; Evaluators; Foreign Countries; Formative Evaluation; Management by Objectives; Organizational Objectives; Organizational Theories; Performance Factors; *Personnel Evaluation; Standards; Summative Evaluation; *Teacher Evaluation; Teaching (Occupation)
IDENTIFIERS- Ontario

This report, the fourth and final volume of a series, examines in a summary fashion the results from a massive study of performance appraisal policies and procedures currently used in Ontario school boards. The study, a two-year undertaking, focused on appraisal practices for certified educational personnel in Ontario: teachers, principals, consultants, superintendents, and directors. Answers to four basic questions were sought: (1) What types of performance appraisal policies have been adopted by Ontario school boards? (2) To what extent have these policies been implemented? (3) What types of appraisal practices are most effective? and (4) What processes have school boards used to develop and implement their performance appraisal policies? Based on a conceptual model relating performance appraisal to organizational goals, the discussion focuses on the following aspects of performance appraisal policy: preparation, data collection, reporting and followup, evolution of policy, impact, and effectiveness. A summary lists 11 important findings from the study, and the conclusion discusses policy implications of the study as a whole. (TE)

ED 270 914 EC 182 911

Poelvoorde, Rose; And Others
Law Enforcement and the Disabled.
Illinois State Office of the Secretary of State, Springfield.; National Conference of Black Lawyers, Inc., New York, N.Y.
REPORT NO.- 10M-GA-328
PUB DATE- Oct 85
NOTE- 76p.

AVAILABLE FROM- Office of the Secretary of State, Senior Citizens and Human Resources Department, 448 Centennial Building, Springfield, IL 62756 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Disabilities; Hearing Impairments; *Law Enforcement; *Laws; Mental Retardation; Physical Disabilities; *Police; Simulation; *Training Methods; Visual Impairments

The training program examines the relationship between law enforcement personnel and persons with disabilities. The curriculum is organized into four sections dealing with specific concerns of people with hearing impairments, visual impairments, mental retardation, and mobility impairments. Background information is presented for each disability along with emphasis on practical applications through simulated incidents with victims, witnesses, and suspects who are disabled. The manual specifies narratives to be presented by an instructor; statements to be recorded by students are presented on an accompanying study guide. A bibliography and list of audiovisual references are appended. (CL)

ED 270 929 EC 182 926

Perryman, Lynne
Study of Indices Used in the Identification Procedure for Gifted Students.
Angleton Independent School District, TX.

PUB DATE- May 86
NOTE- 11p.; Print in tables is small and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Behavior Rating Scales; Elementary Secondary Education; *Evaluation Methods; *Gifted; *Intelligence Tests; Parent Participation; Student Evaluation; *Talent Identification; Teacher Participation

Nine indices were compared for their ability to discriminate gifted and non-gifted students (N=5,647 in grades K-12). Correlation procedures and discriminant analysis were used to examine the following indices: (1) group IQ test scores; (2) individual full scale IQ test score; (3) individual verbal IQ test score; (4) individual performance IQ test score; (5) teacher rating scale; (6) Metropolitan Achievement Test--Reading Comprehension; (7) Metropolitan Achievement Test--Math; (8) parent questionnaire; and (9) class population assessment. The discriminant analysis procedure determined that the variables of Wechsler Intelligence Scale--Revised Full Scale, parent questionnaire, and teacher nomination were the strongest discriminators between gifted and nongifted students. (CL)

ED 270 598 CE 044 544

Achieving Excellence in Vocational Teacher Education. A Compendium of Five State-of-the-Art Papers.

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.

SPONS. AGENCY- Coordinating Committee on Research in Vocational Education (ED), Washington, DC.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 244p.; Excerpts from these papers were presented at an Invitational Colloquium on Critical Issues in Vocational Teacher Education (Washington, DC, May 22, 1986).
CONTRACT- 300-85-137
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Proceedings (021)
DESCRIPTORS- Educational Needs; Evaluation Criteria; Evaluation Methods; Higher Education; Professional Continuing Education; Retraining; Statewide Planning; *Teacher Certification; *Teacher Education; *Teacher Evaluation; Teacher Improvement; *Teacher Recruitment; Technical Education; Technological Advancement; *Vocational Education; *Vocational Education Teachers; Work Experience Programs

This collection contains a series of papers each of which deals with a key issue in vocational teacher education today. Included in the volume are the following papers: "Introduction and Colloquium Purposes," by John Pucciano; "Recruitment and Retention of Vocational Education Teachers," by Richard L. Lynch; "Vocational-Technical Teacher Certification--Where Are We?--Where Are We Going?" by Norma J. Milanovich; "Structured Employment Experiences for Technological Updating of Vocational-Technical Teachers," by Jack McElroy; "Statewide Systems of Vocational Teacher Education To Meet the Challenges of Changing Technology," by Darrell L. Parks; "Evaluating Vocational Teacher Education Programs," by Floyd L. McKinney; and "Summary and Recommendations," by Gordon Swanson. Appendixes to the collection include a list of paper discussion leaders by topic, the colloquium program and agenda, and presenters' and project staff vitae. (MN)

ED 270 611 CE 044 560

Krupp, Judy-Arin

Motivating Experienced School Personnel: Capitalizing on Age-Appropriate Tasks.

PUB DATE- Apr 86
NOTE- 21p.; Presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
AVAILABLE FROM- Adult Development and Learning, 40 McDivitt Drive, Manchester, CT 06040 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Aging (Individuals); *Developmental Stages; Developmental Tasks; Educational Improvement; *Educational Innovation; Elementary Secondary Education; *Inservice Teacher Education; Midlife Transitions; Postsecondary Education; Program Improvement; *School Personnel; *Staff Development

A study was made to determine what developmental tasks typify life stages and how schools have used these tasks and their "teachable moments" to increase employee receptivity to staff development. Data came from a review of adult development and staff development literature, observations of innovative staff development procedures used by school systems throughout the United States and Canada, and discussions with providers and receivers of new staff development procedures. The study found that developmental changes do occur across the lifespan and that, as a result, adults at different ages deal with different developmental tasks and issues. Staff development interventions addressing both individual developmental needs and school goals have been put into place in school districts and have been found to be rewarding. Such staff development tends to produce higher levels of enthusiasm and productivity. The specific innovations employed depend on the needs of the employees, the school facilities, school goals and priorities, and the comfort zones of staff developers. Staff development includes such varied techniques as counseling, support, improving school climate, helping people leave teaching, giving staff decision-making power, workshops, and daily listening and concern. The study concluded that staff development means the daily process of helping each employee to maximum growth; knowledge and ability to work with life changes is essential to meeting the needs of school staff and fostering growth. Further research is needed to determine the needs of adults at each age span and to develop the activities that will be most beneficial at each stage. (KC)

ED 270 624 CE 044 582

Degen, Gunther; Nuissl, Ekkehard

Educational Leave and the Labour Market in Europe. A Study of the (Possible) Influence of Educational Leave on the State and the Development of the Labour Market in the Countries of the European Community.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-3595-9

PUB DATE- 84

NOTE- 199p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Continuing Education; *Educational Opportunities; Educational Policy; Educational Trends; Education Work Relationship; Employer Employee Relationship; *Employment Practices; *Foreign Countries; Labor Force Development; *Labor Market; *Off the Job Training; Personnel Policy; Postsecondary Education; Public Policy; *Released Time; Retraining; School Business Relationship

IDENTIFIERS- *Europe

A study examined existing provisions for educational leaves for employees in various countries throughout Europe and the impact of any such existing provisions on labor market development. Present provisions for educational leave in the countries studied appeared to have a worker withdrawal effect that was generally well under 0.1 percent of the total labor force. Women and unskilled or semiskilled workers were poorly represented among those enjoying an educational leave, and the same was true for employees of small businesses. Public service employees, union officials, and the middle and senior management of large businesses benefit most from present provisions. Despite the varying approaches to educational leave and the differences in the experience gathered, the problems associated with its setup and implementation are similar regardless of subject matter. It was concluded that European nations should take steps to develop policies facilitating educational leaves for employees of all sectors and skill levels. Such a policy should provide that 2 percent of all employees be allowed to go on educational leave during the same period for a total of 10 working days per year, all workers over the age of 18 should be allowed to take an educational leave, and employees should continue to receive pay while on leave regardless of the subject matter of any courses taken during the leave. (MN)

ED 270 637 CE 044 599

Nwachuku, Daisy N.
Realism of Occupational Training to Vocational Preference of Nigerian Youths.
PUB DATE- Apr 86
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Career Counseling; *Career Development; Career Planning; Developing Nations; Economic Development; *Education Work Relationship; *Goal Orientation; High School Graduates; Job Training; Labor Market; Labor Needs; *Occupational Aspiration; Postsecondary Education; *Vocational Interests
IDENTIFIERS- *Nigeria

A correlational model based on vocational development theory was constructed to analyze the implementation of crystallized occupational preference and goal attainment projections of high school graduates in Nigeria. Data were collected from 180 male and female final year occupational trainees at the University and Polytechnic. The primary focus was to establish realism of occupational preference in regard to the training obtained, deriving realism from congruence between the expected (crystallized interest) and the actual (current training). Chi square statistics and correlation coefficient techniques were applied to data. Findings indicated that school graduates actually do make rational choices even if not implemented, and youths are aware of reality factors that face them. The variables of ability, self-image, interest, finance, and labor sector situations were found to be most influential in the decision process for vocational preference implementation. The study contradicted the assertion of indiscriminate and haphazard occupational entry among Nigerian youths. Although high school crystallized preferences were changed in more than two-thirds of the cases at the implementation state, it could be concluded that the training entry decisions were rationally considered based on point-in-time influencing factors and subject's perception of goal impedance. Implications of this research for Nigerian society include the need to seek solutions to the discongruence of vocational interest and job market opportunities, and improvement of the integration of counseling, labor market situations, and manpower development programs. Three pages of references, a table of data on student enrollment at Nigerian universities, and a copy of the questionnaire are appended. (Author/KC)

ED 270 734 CS 008 479

Braun, Carl; And Others
A Conference Approach to the Development of Metacognitive Strategies.
PUB DATE- Dec 85
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Grade 5; Intermediate Grades; Intervention; *Metacognition; Pretests Posttests; *Reading Comprehension; *Reading Instruction; *Reading Research; *Reading Strategies; Skill Development; Social Environment; Teacher Role; *Vocabulary Skills
IDENTIFIERS- *Teacher Student Conferences

A study examined the impact of instruction on the metacognitive strategies of five fifth-grade students whose vocabulary knowledge test scores were two or more stanines higher than their comprehension test scores. The students were administered "The Informal Reading Inventory" to determine their appropriate functional levels and the general nature of their cognitive processing. During the test, the students periodically heard and reacted to tapes of their reading, and their responses were recorded. The students then participated in 13 one-hour conferences over a four-week period. Eight of the conferences involved all of the students and two or three adults, the rest involved two or three students and one adult. The conferences focused on the strategic use of language information rather than on direct teaching of comprehension/word recognition skills. Reciprocal teaching strategies such as summarizing, questioning, clarifying, and predicting were used, along with strategies to help the students discover the logical structure of the text. Posttest results revealed evidence of less preoccupation with word accuracy in postsession readings and considerable evidence of self-monitoring and self-questioning in the postsession readings, as well as in student reactions to tapes of their reading. There was also evidence of a marked change in students' responses to inference questions, indicating that they could draw on prior knowledge and implicit text information to arrive at responses. (FL)

ED 270 778 CS 209 832

Goble, Corban
Rogers' Typograph Versus Mergenthaler's Linotype: The Push and Shove of Patents and Priority in the 1890s.
PUB DATE- 4 Aug 86
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; *Inventions; *Patents; Printing; *Technological Advancement
IDENTIFIERS- *Compositors (Printing and Publishing); Nineteenth Century History; *Typography

The interplay of historical, technological, legal, and economic events that surrounded the strident controversies involving two competing 1890s composing machines--John R. Rogers's Typograph and Ottmar Mergenthaler's Linotype--is examined in this paper. Using patent copies, court documents, trade journal reports and newspaper articles of the era, and press association accounts, the paper identifies and analyzes the roles of the combatants, their machines and patents, and the underlying forces involved in technological change. The paper first introduces briefly the economic and social concepts that had a bearing on the Mergenthaler-Rogers controversy and on the diffusion of the Linotype. The paper recounts the technological progress of typography from Gutenburg's movable type through the 1890s, and provides biographical information on Rogers and Merganthaler. This is followed by accounts of the injunction brought by Merganthaler's company against the Rogers's machine, on the claim that the letter infringed upon the Mergenthaler patents, and of the competition ensuing from introduction of Rogers's Typograph. The paper then discusses an impression-type composer developed by J.W. Shuckers, with whose company Rogers subsequently merged, and the counter-infringement suit brought against Mergenthaler for use of Shuckers's spaceband mechanism. Finally, the paper discusses Mergenthaler's acquisition of the Rogers firm in 1895 and the particulars of the purchase, as well as Rogers's subsequent work in the Mergenthaler organization and Shuckers's obscurity once the patent for his spaceband mechanism was bought out. (Copies of ads for the two machines are included.)(HTH)

ED 270 847 EA 018 525

Kenney, Jane L.; Roberts, Jane M. E.
Characteristics and Predictors of Institutionalization.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Improvement; *Educational Innovation; Elementary Secondary Education; Performance Factors; Predictor Variables; *Program Implementation; Success; Theory Practice Relationship
IDENTIFIERS- *Institutionalization (of Innovations); Maryland

All 24 of Maryland's county school systems participated in a voluntary school improvement program that involved the adoption and implementation of one or more of four research-based, instructional processes: Active Teaching, Mastery Learning, Student Team Learning, and Teaching Variables. A 5-year study of this program produced findings on a number of research topics. Findings in two of these topic areas are discussed in this paper: identification of the characteristics associated with institutionalization of innovations, and identification of the factors best predicting the institutionalization of innovations at the school and district levels. The paper briefly reviews related research, then describes the study methodology. Data collection methods used in the 180 schools involved in the program included analyzing local and state documents, observing training events and classroom implementation activities, evaluating annual questionnaire responses from representative program participants, and interviewing project coordinators and implementers. Successful institutionalization was associated with three types of factors: procedural, policy, and organizational. The strongest predictors of institutionalization were administrative support and instructional gain. Districtwide institutionalization correlated strongly with school institutionalization. Institutionalization failed where there was little evidence of instructional gain in the first year and where staff, program, or organizational changes were prevalent. (PGD)

ED 270 887 EA 018 574

Jozefzoon, Eddy O. I., Ed.
Coordinating Curriculum Policy and Practice: The Innovative Role of the Dutch National Institute for Curriculum Development. An American Educational Research Association Symposium (San Francisco, California, April 16-20, 1986).
National Inst. for Curriculum Development (SLO), Enschede (Netherlands).
PUB DATE- 86
NOTE- 230p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Research; Educational Innovation; Educational Policy; Elementary Secondary Education; *Foreign Countries; Government Publications; Government School Relationship; *Junior High Schools; Science Curriculum
IDENTIFIERS- *Netherlands

This booklet consists of four papers by separate authors that show how the Dutch National Institute for Curriculum Development (SLO) tries to improve the quality of education through curriculum research and development. The first text, by Johan C. van Bruggen, provides a general introduction to SLO, showing how it generates curriculum knowledge among school practitioners through five principles and procedures. The second text, by Ivar Labordus, sets forth a hypothetical curriculum development strategy for a national system of comprehensive junior secondary education. The third paper, by Kerst Boersma, describes specific problems in an SLO project for science curriculum in junior secondary education. The fourth paper, by Eddy O.I. Jozefzoon, analyzes problems involved in evaluating the work of SLO. It reports on research projects that provide evidence of the actual effects of SLO projects. The second part of the booklet provides information about the educational system in the Netherlands, the SLO as part of the educational support structure, an overview of the curriculum development projects of the SLO, and a review of curriculum research projects. (TE)

ED 270 650 CG 019 103

Crane, Jessie; And Others
A Parent Guide: About Making It through the Teen Years. A Sharing of Information, Ideas, and Experiences.
Family Enhancement Program, Madison, Wis.
PUB DATE- 86
NOTE- 87p.
AVAILABLE FROM- Family Enhancement Program, 605 Spruce Street, Madison, WI 53715 ($3.50 plus $1.50 postage/handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Community Resources; Coping; Family Problems; Legal Problems; Parent Child Relationship; *Parent Counseling; *Parent Role; Parents; *Preadolescents; *Social Support Groups; *Youth Problems

This document presents a guide for parents to help them understand and effectively parent their adolescent children. Section I focuses on Parent Haven, a weekly parent support group run by parents, volunteers, and staff of the Family Enhancement Program in Madison, Wisconsin, which provides on-the-job training and support for parents of preteens and teenagers. Areas discussed include a description of Parent Haven, an explanation of why parents attend Parent Haven, tools, guidelines, action steps, and the parent support network. Section II provides information for parents about the adolescent issues of truancy; runaways; self-esteem; sexuality; alcohol and drugs; rules, laws, and disobedience; emotional health; and child abuse/family violence. Section III provides information for parents about legal matters, including child abuse and juvenile court issues. Section IV contains information about out-of-home placement of children. Included in this section is a description of types of out-of-home placements and a discussion of a parent's rights and responsibilities when a child is placed outside the home. Section V, the final section, focuses on finding professional help and community resources. Suggestions are given for looking for counseling or therapy and a list of free resources for help with preteens and teenagers is included. (NB)

ED 270 749 CS 209 760

Dye, Jean; Harmon, Mark

Ignoring Change: An Evaluation of "TV Guide" Covers, 1970-1979.

PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; Cable Television; *Commercial Television; Content Analysis; Programing (Broadcast); Public Television; *Television Research
IDENTIFIERS- *TV Guide

Noting that little has been said about "TV Guide's" performance in telling its readers about television, a study examined how the magazine presented television during the 1970s, a critical period in the development of American television. All "TV Guide" covers from the 1970s were examined, and each cover story was categorized according to the accompanying photograph or caricature. The categories included commercial network programs, syndicated non-network programs, public television programs, and cable or subscription programs. The examination revealed a clear pattern. "TV Guide" gave a disproportionate amount of attention to regular series on commercial networks, while all other categories received little or no coverage. Specifically, "TV Guide" ignored the development of cable television, pay cable, superstations, and subscription television. The magazine also underplayed public television and failed to keep pace with changes in commercial network offerings. (Tables of data are included.) (HTH)

ED 270 901 EA 018 607

Clark, James E., Ed.; Hertz, Karl V., Ed.
Major Topics of School Business Management.
Association of School Business Officials of the United States and Canada, Park Ridge, IL. Research Corp.
REPORT NO.- ISBN-0-910170-30-4
PUB DATE- 84
NOTE- 94p.
AVAILABLE FROM- Publication Sales, Association of School Business Officials, 1760 Reston Avenue, Suite 411, Reston, VA 22090 ($9.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Ancillary School Services; Budgeting; *Educational Administration; Educational Equity (Finance); Educational Facilities; *Educational Finance; Elementary Secondary Education; Equalization Aid; Insurance; Office Management; Participative Decision Making; Public Administration; Public Education; School Accounting; School Business Officials; School Districts; State Aid; Student Transportation; Technological Advancement; Traffic Accidents
IDENTIFIERS- Property Management; Risk Management; *School Business Management

Thirteen articles on major topics facing school business officials in the 1980s are presented in this book. The titles and their authors are (1) "The Pursuit of Equity in Financing Public Education," by R. Craig Wood, Helene B. Jones, and William L. Riley; (2) "Facilities: Major Issues Ahead," by C. William Day; (3) "Cooperative Decision Making in Budget Preparation," by Mike Miles and Ernest Richards; (4) "Governmental Accounting and Financial Reporting during the 1980s--A Period of Transition," by R. J. Lewandowski; (5) "State Assistance to Financially Distressed School Districts," by Dennis L. Costerison; (6) "Office of the Future--Are School Business Officials Ready?" by Donald R. Johnson; (7) "Information Society in School District's Perspectives," by Martha Valerio; (8) "Small School District Perspective on School Business Management," by Orvin R. Clark; (9) "Large District Perspective on School Business Management," by John Peterburs; (10) "Risk Management and Insurance in the 80s," by Alan V. Bielen; (11) "Trouble Shooting Accounts Payables in the 80s," by Suzette S. Pope; (12) "Property Management," by Gerald R. Menefee; and (13) "School Bus Accident Investigation," by Charles T. Button and Watson I. Goodrich. (PGD)

ED 270 930 EC 182 930

Eldridge, Leslie, Comp.
R Is for Reading. Library Service to Blind and Physically Handicapped Children.
Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.
REPORT NO.- ISBN-0-8444-0480-2
PUB DATE- 85
NOTE- 198p.
AVAILABLE FROM- Reference Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542 (free).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Audiotape Recordings; *Blindness; Braille; Elementary Secondary Education; Large Type Materials; *Library Services; Personal Narratives; Reading; Reading Attitudes; Reading Consultants; *Reading Habits; Reading Skills; Teacher Attitudes; *Visual Impairments
IDENTIFIERS- *National Library Service

The text presents information gained from interviews with blind and physically handicapped children, their mothers, teachers, reading specialists, and librarians concerning reading patterns and library use. The book describes the difficulties handicapped children face in learning to use and enjoy such reading materials as braille books, large print books, and audio cassette recordings. The interviews focus on reading enjoyment and skills, library use, information needs and satisfaction with or improvements required in service from their own network library. Interviews with the children and their mothers provide information about the types of home environment that stimulate reading as well as the types of influences that limit reading. Teachers are asked about their use of the National Library Service for the Blind and Physically Handicapped (NLS) and about their approach to reading in the classroom. Interviews with counselors focus on what handicapped children must overcome to become healthy, happy, and well-rounded. The importance of the preschool years to a handicapped child's development is also stressed. Reading specialists respond to questions about the effects of mainstreaming on reading. Staff librarians offer suggestions on improving the NLS program for print-handicapped children. (CL)

ED 270 945 EC 182 946

A Pre-College Orientation Program for Visually Impaired Students. Overview and Report .
Queensborough Community Coll., Bayside, N.Y.
SPONS. AGENCY- New York State Commission for the Visually Handicapped, Albany.
PUB DATE- 84
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Community Colleges; Mobility Aids; *Orientation; Program Descriptions; *Program Development; Resource Materials; Study Skills; Summer Programs; Two Year Colleges; *Visual Impairments; *Visually Handicapped Mobility
IDENTIFIERS- *City University of New York Queensborough Comm C; *College Orientation Program

Two documents, an overview and a more in-depth report, examine Queensborough Community College's pre-college orientation program for visually impaired students. The overview, by Patricia J. Evanoski, describes the program's rationale and procedures. The second document focuses on the 1980 summer program, and examines the following program aspects: staff orientation, academic course content, student orientation and mobility efforts, resource workshops (in which students learn about such aids as readers, agencies, and guide dogs), study skills workshops, library/research workshops, psychological workshops ("rap groups") career workshops, parent/family meetings, the educational/recreational program, special seminars, and the residence life program. Additional program features, such as optional scheduling, braille workshops, and workshops on athletics, acting, and typing are reviewed. Extensive appendixes include sample forms and letters and information on sources for books, magazines, and educational materials. (CL)

ED 270 570 CE 044 422

Roof Framing. Building Trades. Block V.
Texas A and M Univ., College Station. Vocational Instructional Services.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 171p.; For curricula on foundations, floor framing, wall framing, and interior trim, see ED 239 104, ED 256 954-955, and CE 044 423.
AVAILABLE FROM- Vocational Instructional Services, Texas A&M University, F.E. Box 182, College Station, TX 77843 (Order #05405--$8.70).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Trades; *Carpentry; Construction (Process); Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; *Roofing; Secondary Education; Student Evaluation; *Trade and Industrial Education

This curriculum for roof framing provides instructional materials for 11 informational and manipulative lessons. A list of six references precedes the course materials. The instructor's plan for each informational lesson begins by providing this information: subject, aim, required teaching aids, required materials, references, and prerequisite experience of the learner. Components of the instructor's plan include preparation of the learner (motivation), presentation of information, application (teacher and student activities), verification and/or evaluation (final check on student's comprehension of materials presented), summary, and suggested reading for students. Information sheets and assignment sheets are provided as needed. The instructor's plan for a manipulative lesson begins with this information: task, aim, tools and equipment needed, materials needed, teaching aids, references, and checking standards. Components of the plan include preparation, presentation of the skills, application (practice by learner under close supervision), verification and/or evaluation, summary, and suggested reading for students. A job sheet and task sheets are provided. Topics covered include roof frame types (including terminology and layout), ceiling joists, gable roof framing, common rafters, gable end frames and extended roof rake, hip and valley rafters, and jack rafters. (YLB)

ED 270 584 CE 044 520

Employment Initiatives. Second Year Report.
Maryland State Dept. of Human Resources, Baltimore.

PUB DATE- Dec 84
NOTE- 23p.; For related documents, see CE 044 519-522.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Programs; Adults; Demonstration Programs; *Employment Programs; *Employment Services; Job Search Methods; *Job Training; One Parent Family; Remedial Instruction; *State Programs; *Welfare Recipients
IDENTIFIERS- *Employment Initiatives; Maryland

During its second year, Maryland's Employment Initiatives (EI) program continued to help Aid for Dependent Children applicants and recipients obtain unsubsidized employment. It provided employment and training opportunities to Work Incentive Demonstration Program participants at two sites: Baltimore City (OPTIONS) and Wicomico County (Basic Employment Training or BET). Program components included remedial education, skills training, welfare grant diversion funded on-the-job training, work experience, and job search assistance. Primary emphases were training, financial incentives, and supportive services. Funds from the Department of Social Services (DSS), the Job Training Partnership Act Agency, and Department of Human Resources continued to be pooled to maximize available resources. Major changes in the OPTIONS project were that the OPTIONS II program model became operational and job search assistance was expanded. BET's major change was administrative; emphasis on training for clients who did not find employment was increased. To expand EI into new areas, funds were awarded to the DSS's in Allegany, Anne Arundel, Dorchester, and Frederick Counties and the Harford County Commission on Women to operate EI projects. A newly established Office of Welfare Employment Policy was charged with overseeing EI projects. (Appendixes include selected baseline characteristics of EI clients, descriptions of expanded EI projects, and placement data.) (YLB)

ED 270 664 CG 019 117

Kieren, Dianne K.; And Others

Phasing Rationally in Families with a Diabetic Adolescent.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Nov 85
NOTE- 43p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985).
GRANT- 410-84-0256
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Coping; Decision Making; *Diabetes; Family (Sociological Unit); *Family Life; Family Problems; Foreign Countries; Information Seeking; *Problem Solving
IDENTIFIERS- Canada

Little is known about the process by which healthy families resolve everyday problems. Families with an adolescent diabetic must handle the usual adolescent problems as well as disease management problems, and must meet both the needs of the adolescent and those of the rest of the family. Phasing rationally is a term used to describe the orderly pattern which people go through as they progress from identifying a problem to eventually implementing an action and evaluating the outcome. This study analyzes the pattern of problem solving interaction (phasing rationally) for three adequately functioning families with well-controlled diabetic adolescents. The mother, father, and diabetic adolescent child in three intact families were subjects. Families discussed one salient and one nonsalient problem solving vignette as a family problem solving situation. The vignettes dealt with completing household tasks and with friends. Problem solving phases were identified by observation and interaction analysis of family problem solving in a laboratory setting. In addition, demographic data and several measures of family functioning, family strengths, and perceived family problem solving roles and patterns were also collected. The results indicated that family members engaged more frequently in orientation and identification early in the family coping process, with more frequent alternative generation, evaluation, and decision being associated with later phases of the process. The noteworthy pattern of behavior across the entire problem solving process was found to be information seeking and sharing. (Five pages of references and data tables are included.) (ABL)

ED 270 678 CG 019 132

Remp, Ann M.

The Business Education Student and Microcomputers: Sources of Influence and Information.

PUB DATE- 8 Nov 85
NOTE- 28p.; Paper presented at the Annual Woman Researcher Conference (Kalamazoo, MI, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; *Computer Literacy; Family Influence; High Schools; *High School Students; Information Seeking; *Information Sources; Interpersonal Communication; *Microcomputers; Peer Relationship; *Sex Differences; Student Attitudes

Several researchers have stated that male and female students have different microcomputer experiences which result in qualitatively different computer literacy. Data suggest that differences may result from different guidance to the student from family and school. A descriptive study was undertaken to discover the information resources and influences with whom or with which business education students interact concerning microcomputers. High school students (N=526) from 26 business education classes in 11 southeastern Michigan schools responded to a survey on background information, persons with whom they discuss microcomputers, persons who have influenced them, and kinds of sources they would prefer to seek given specific microcomputer related tasks. Analysis of responses supports the gender differences identified in the earlier literature. While students of both genders reported favorable attitudes toward microcomputers in general, they differed in their communications about microcomputers. More male students reported that persons were general contacts and significant influences than did female students. Female students reported talking about computers equally to men and women, while male students reported that four-fifths of their contacts were male. Nearly one-half of the contacts reported by males were friends, with family members making the next largest group. Female students reported family contacts more often than they did friends. In regard to non-personal resources, female students were more positive than males toward the use of visual materials, while male students were more positive toward reading than were female students. These findings suggest that, although students in general appear to have the necessary confidence and interest in using microcomputers, they may need help in developing wider sources of information in order to succeed. (Author/NB)

Bauman, Sheri
Conducting Effective Process Groups in the Secondary School.
PUB DATE- 21 Apr 86
NOTE- 16p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986). Document may be marginally legible due to light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; Counseling Services; *Group Counseling; *Group Dynamics; Group Membership; *Leadership Styles; *Scheduling; *School Counselors; Secondary Education; Secondary School Students; *Student Development
IDENTIFIERS- *Process Groups

Group counseling has been shown to be an efficient use of a school counselor's time and an effective tool for working with students. In process groups, the emphasis is on the process of growth and interaction. Counselors face obstacles they must overcome in order to organize effective group counseling programs in secondary schools. Gaining staff and administrative support for group counseling is one priority. Support can be gained by offering staff members a positive personal experience with group counseling within the school setting and by making effective presentations to staff at in-service sessions. A second priority involves addressing the logistics of time, place, and scheduling for group sessions. An optimal number of group members in secondary schools appears to be between 7 and 10 and one 90-minute group session per week appears to allow for continuity without disrupting schedules. More growth may occur in a process group of limited, defined duration. A school semester provides a convenient time frame. A rotating schedule may work well because it prevents students from missing the same class each week. The location must assure privacy, informality, and intimacy. Counselors must advertise the group counseling, recruit participants, and conduct pre-group interviews with students. The initial group meeting provides a time to establish ground rules, assure confidentiality, and make acquaintances. There are many strategies for maintaining a focus in group sessions. Whatever strategies a counselor uses to begin and end each session, it is critical to hear from each group member at both of these times. Participation in a process group can reduce students' social isolation, increase their self-esteem, and teach them that conflict is healthy and can be resolved in a productive manner. (NB)

ED 270 720 CS 008 457

Pressley, Michael; And Others
The Keyword Method of Foreign Vocabulary Learning: An Investigation of Its Generalizability. Working Paper No. 270.
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Oct 79
NOTE- 37p.; Report from the Project on Studies in Language: Reading and Communication.
GRANT- OB-NIE-G-78-0217

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Language Aptitude; Language Skills; *Latin; *Reading Research; *Second Language Instruction; *Second Language Learning; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Keyword Method (Second Language Learning)

In five experiments, college-age students of differing foreign language-learning abilities were asked to learn Latin word translations to determine the effectiveness of the keyword method of foreign language vocabulary learning. The Latin words were the types for which it has been argued that the keyword method effects would be maximized (the words had concrete meanings with easy-to-generate concrete keywords). Specifically, the experiments were designed to determine whether the keyword method would be effective with both more and less proficient foreign vocabulary learners, would be as helpful when students had to generate their own keywords as it was when students were provided with keywords, would increase performance on foreign items associated with more than meaning, and would have any incidental effect on foreign word spelling. Results indicated that (1) the method was equally effective for good and poor foreign vocabulary learners; (2) the method was effective for foreign vocabulary items associated with more than one English meaning; (3) for vocabulary items with easy-to-generate keywords, it made little difference whether the keywords were actually provided by the experimenter; and (4) providing keywords resulted in increased incidental spelling errors on items for which keywords and corresponding foreign word syllables did not match exactly. (Subjects, procedures, and results for each of the five experiments are discussed.) (HOD)

ED 270 764 CS 209 807

Son, Jinok; Davie, William

The Effects of Visual-Verbal Redundancy and Recaps on Television News Learning.

PUB DATE- Aug 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Audiolingual Skills; Auditory Stimuli; Aural Learning; Cognitive Processes; *News Reporting; Programing (Broadcast); Recall (Psychology); Television; *Television Research; Television Viewing; Visual Learning; Visual Stimuli

A study examined the effects of visual-verbal redundancy and recaps on learning from television news. Two factors were used: redundancy between the visual and audio channels, and the presence or absence of a recap. Manipulation of these factors created four conditions: (1) redundant pictures and words plus recap, (2) redundant pictures and words with no recap, (3) nonredundant pictures and words plus recap, and (4) nonredundant pictures and words with no recap. Subjects, 80 undergraduate students, were randomly assigned to one of the four conditions. The five selected network news stories showed redundancy between the audio and visual channels. The introductions of the stories were transcribed and read by a news anchor for a local TV channel. To manipulate nonredundancy conditions, each story's camera shots were reedited within that story, disrupting the synchronization between pictures and words. To create the recap conditions, the anchorman summarized the main point of each story immediately afterward. Subjects were asked to show story understanding by stating the central point of each story and answering a multiple choice test. Analysis of the results showed the superiority of visual-verbal redundancy over recapping. (Author/DF)

ED 270 793 CS 209 870

Allen, Jeanne Vasterling
Student Writing Apprehension: A Psychotherapeutic Approach.

PUB DATE- 21 Sep 85
NOTE- 31p.; Paper presented at the Meeting of the Basic Writing Conference (St. Louis, MO, September 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anxiety; Higher Education; Humanistic Education; *Psychoeducational Methods; Psychotherapy; *Student Attitudes; Teaching Methods; *Writing Apprehension; *Writing Instruction; Writing Readiness; Writing Research
IDENTIFIERS- Rogers (Carl); University of Missouri Kansas City

Writing apprehension needs to be understood and solutions found for it so that students' fears can be lessened and their success with writing increased. Carl Roger's client-centered, nondirective psychotherapy applies well to teaching composition. Composition teachers need to be real, empathic, and accepting, and should thus shed their authoritarian facades--specifically the facade of confidence, which means revealing their vulnerability--and they should value their students' feelings, opinions, and individuality. Empathy is more than understanding: it is knowing; teachers' fears are often similar to their students', but they must recognize the similarity in order to better empathize. Using Daly's Writing Apprehension Test, University of Missouri-Kansas City (UMKC) freshman composition students were studied to determine the degree of attitude improvement during one semester. Results indicated that taking UMKC freshman composition does not necessarily reduce writing apprehension, and that writing apprehension tests need to be given at the beginning of a course to identify fearful students so they can be helped. Extensive tables of data are provided. (SRT)

ED 270 807 CS 209 903

Atwater, Tony
Terrorism on the Evening News: An Analysis of Coverage of the TWA Hostage Crisis on "NBC Nightly News."
PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Commercial Television; Content Analysis; Media Research; *News Reporting; *Television Research; *Terrorism
IDENTIFIERS- *National Broadcasting Company; *Trans World Airlines

Noting that television network coverage of hostage crises tends to emphasize the same topics while depicting them in similar ways, and that networks may be unwittingly granting legitimacy to terrorist grievances, a study investigated the nature of "NBC Nightly News" coverage of the Trans World Airline (TWA) hostage crisis. Specific questions addressed by the study dealt with the percentage of news time devoted to the crisis, the topics emphasized, types of stories and formats used, and types of sources interviewed. A content analysis of videotapes of "NBC Nightly News" broadcasts indicated that extensive coverage was devoted to the 17-day ordeal. Approximately 67% of news times and 61% of news stories were devoted to the crisis. Most stories were reporter stories, rather than anchor stories, and approximately 63% of all stories contained interviews, most frequently with average citizens and public officials. Stories relating to the status, location, and health of the hostages represented the dominant topic of coverage, while topics relating to the hostages' families and official United States reaction to the crisis also characterized coverage. The findings suggest that NBC coverage was dramatic and reactive, as well as extensive, although limited attention was devoted to historical, cultural, and other factors which may have given rise to the TWA hijacking. (HTH)

ED 270 821 CS 209 930

Nowak, Glen; Thorson, Esther

The Effects of Involvement, Message Appeal, and Viewing Conditions on Memory and Evaluation of TV Commercials.

PUB DATE- Aug 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Audience Analysis; Cognitive Processes; Mass Media; *Mass Media Effects; *Memory; Merchandising; *Recall (Psychology); *Television Commercials; *Television Research; Television Viewing
IDENTIFIERS- *Audience Response

A study tested an information processing model that incorporates the concepts of episodic and semantic memory. The model was designed to provide for the concurrent study of three advertising and communication variables: product involvement, message appeal, and distraction in viewing conditions. Among the five hypotheses being tested were that positive emotional message appeals increase memory for and result in more positive evaluations of television commercials and that distraction will decrease memory and will negatively affect evaluation of television commercials. Subjects, 48 college juniors and seniors enrolled in an introductory advertising class, were administered a pretest to determine product involvement. In addition, subjects viewed commercials they had not previously seen and completed both a pretest and a posttest to evaluate message appeal. Finally, subjects viewed half of the commercials with no distractions and half of the commercials with distractions to gauge the effects of distractions on viewers. Results indicated that product involvement enhanced memory and evaluation of commercial messages, that positive emotional message appeals enhance evaluation, and that distraction harms both memory and evaluation. (DF)

ED 270 835 EA 018 501

Knapp, Michael S.; Blakely, Craig H.

The Education Block Grant at the Local Level: The Implementation of Chapter 2 of the Education Consolidation and Improvement Act in Districts and Schools.

SRI International, Menlo Park, Calif.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jan 86

NOTE- 528p.; For related documents, see EA 018 502-506.
CONTRACT- 300-83-0286
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Block Grants; Citizen Participation; Elementary Secondary Education; *Federal Aid; Federal Legislation; Federal State Relationship; Government School Relationship; *Program Effectiveness; Program Implementation; Resource Allocation; School District Autonomy
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; *National Study of Local Operations under Chapter 2

This document reports the results of the National Study of Local Operations under Chapter 2 of the Educational Consolidation and Improvement Act of 1981. The 2-year study sought to (1) describe local district activities and operations under Chapter 2, the first federal education block grant, in the program's third year, noting changes occurring over the 3 years and changes from antecedent categorical grant programs; (2) assess the program's achievement of such federal legislative goals as educational improvement, reduction of administrative burden, and increased local discretion; (3) determine the influence of block grant mechanisms on local district activities; (4) identify local and state methods for evaluating Chapter 2 programs; and (5) develop recommendations applicable to future federal policy. The study was organized around eight topics, each representing a purpose of the legislation or a set of issues regarding block grant mechanisms: (1) fund allocation and expenditure; (2) education service delivery; (3) local program administration; (4) local decision making; (5) parent and citizen involvement; (6) evaluation; (7) participation of private school students; and (8) intergovernmental relations. Data were collected through a nationally representative mail survey, a followup telephone survey, and site visits to 24 school districts and 8 state education agencies. This report is introduced with a discussion of the block grant, existing research on the grant, and a conceptual model of the grant and its implementation. The report then summarizes the findings of the study, except for those concerned with evaluation methods. Separate reports are available discussing the findings relative to evaluation and providing greater detail concerning the achievement of legislative goals and the effects of block grant mechanisms. Ninety tables support the text. Appendixes provide error values for the tables, a listing of antecedent programs consolidated under the block grant, the text of the Chapter 2 legislation, a listing of previous studies conducted on Chapter 2, a description of the study methodology, and the mail survey used. (PGD)

ED 270 875 EA 018 560

Lober, Irene M.
Custodial Methods and Procedures Manual. Revised.
Association of School Business Officials of the United States and Canada, Reston, VA.

REPORT NO.- ISBN-0-910170-19-3
PUB DATE- 86
NOTE- 100p.
AVAILABLE FROM- Publication Sales, Association of School Business Officials, 1760 Reston Avenue, Suite 411, Reston, VA 22090 (Book No. 8602; $6.95 prepaid; only orders exceeding $25 may be billed; shipping charges will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cleaning; *Custodian Training; Educational Administration; *Educational Facilities Improvement; Elementary Secondary Education; Facility Guidelines; School Business Officials; School Maintenance

This manual presents practical methods and procedures to help school custodians ensure safe, functioning facilities and to reflect the district's standards. The guide begins with brief discussions of custodial organization, staff relationships, and maintenance staff. The section "Job Descriptions by Titles" lists functions of custodial positions. "Cleaning Procedures and "Cleaning Methods" are two sections devoted to effective times and techniques for cleaning building areas; problems common to most schools--for example, maintaining auditoriums and preparing wood floors for dancing--are addressed. After discussing custodial equipment storage and care, the manual touches on preventive maintenance, safety precautions, fire prevention, energy use guidelines, personnel forms, and policy statements. (CJH)

ED 270 915 EC 182 912

Raymond, Gail I.; And Others
Teacher Consultation Skills.
PUB DATE- 21 Apr 86
NOTE- 41p.; Paper presented at a conference of the American Council on Rural Special Education (Tucson, AZ, April 19-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Consultants; Consultation Programs; *Disabilities; Elementary Secondary Education; *Models; Problem Solving; *Special Education Teachers; *Teacher Role; *Teaching Skills; Theories
IDENTIFIERS- Consultant Role; Teacher Consultants

The teacher consultant's role in working with regular classroom teachers of students with mild to moderate learning or behavior problems is examined. The three-party interaction network in consultation is discussed along with five models of consultation: the expert model, the medical model, the mental health model, the collaboration model, and the advocacy model. In addition, four major perspectives from which the consultant can approach situations are considered: (1) client-centered, (2) consultee-centered, (3) program-centered, and (4) administrative-centered. Steps in the consulting procedure are reviewed as are problem solving approaches growing out of the consultation. Specific skills needed by teacher consultants are listed along with consultant roles and responsibilities (including master teacher, communicator, group leader, and administrator). Five appendices provide outlines and guidelines for applying consultation skills. (CL)

ED 270 612 CE 044 561

Dyer, Alice F.

Using Cost/Contact Hour for Comparing Productivity between Two Adult Education Programs.

PUB DATE- Mar 85
NOTE- 27p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Adult Education; Adult Students; Consumer Education; *Cost Effectiveness; Educational Finance; Home Economics; *Outcomes of Education; Postsecondary Education; *Productivity; *Program Costs; Program Effectiveness; School Effectiveness; Vocational Education
IDENTIFIERS- *Contact Hours

Adult and continuing education programs use an established accountability system that includes an expectation of productivity, whereas other educational programs focus accountability on attainment of stated goals and objectives. As education addresses economic constraints by combining educational programs, these differences in accountability expectations will require a system amenable to the intent of the total program, thereby involving all of the funding agencies. This study compares the productivity measure of cost per contact hour between two educational programs where one program operates by the productivity expectation and the other does not. The 28 Vocational Education Act (VEA) Adult Consumer and Homemaker Education projects (without the productivity expectations) are compared to 28 projects in the Adult Education Act (AEA) Program, which uses the cost per contact hour productivity expectation. In order to determine whether the AEA project's cost-effectiveness is significantly lower, the project costs were divided by the total contact hours generated in fiscal year 1984 for the 56 projects. The two-tailed independent t-test, at the .05 level of significance, shows that the difference in cost per contact hour between the two programs is statistically significant. The program with the productivity expectation operates at a significantly lower cost per contact hour. The results have assured the development of expectation for productivity in the VEA

adult program. A system is now being developed that includes an adjusted cost per contact hour, an established standard for teacher output, and a designated cost factor to cover program costs. (Author/KC)

ED 270 638 CE 044 600

Hovey, Harold A.
The Role of Federal Tax Policy in Employment Policy.
National Governors' Association, Washington, DC. Center for Policy Research and Analysis.

PUB DATE- Jan 85
NOTE- 19p.
AVAILABLE FROM- Publication Dept., National Governors' Association, 444 North Capitol Street, Suite 250, Washington, DC 20001 ($5.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Employment Patterns; *Employment Practices; Employment Programs; *Federal Legislation; Federal Regulation; *Finance Reform; *Public Policy; Tax Credits; Tax Deductions; *Taxes
IDENTIFIERS- *Targeted Jobs Tax Credit

Federal tax policy could affect employment policy through the following four provisions: the Targeted Jobs Tax Credit (TJTC), employment incentives in enterprise zone legislation, individual training accounts (ITAs), and employer reimbursement of employee educational expenses. The TJTC and enterprise zone proposals are both attempts to cause certain persons or target groups to achieve more employment than they would in the absence of the program. Because the plans are unlikely to create many new jobs for the economy as a whole, gains by the target populations will be roughly equaled by losses of other groups; however, the losers will never be able to identify themselves. The ITA approach, on the other hand, could take many forms, some of which would be heavily dependent upon employer funding and some of which would be similar to the Individual Retirement Account (IRA) program. Comparable objectives could also be achieved with a direct expenditure, such as government-run training programs or vouchers for persons identified as displaced workers. Because the enterprise zone, TJTC, and ITA proposals all involve using the tax system to achieve objectives that could also be achieved through direct public expenditure, the nation pays a price for all three programs in the equity, simplicity, and enforceability of its taxes for tax expenditures. In addition, the special benefits that these three proposals extend to special groups distort the tax system relative to more neutral forms of taxes. (MN)

ED 270 692 CG 019 149

Gattiker, Urs E.
An Assessment of Computer Attitudes and Their Effect on Career Success.
SPONS. AGENCY- Lethbridge Univ. (Alberta).
PUB DATE- 85
NOTE- 32p.; Also supported by the Social Sciences Research Council of Canada and the Alberta Manpower STEP Program. Best copy available. For related documents on the computer in the workplace, see ED 269 696-698, CG 019 148, and CG 019 150.
CONTRACT- 86-1934-405
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Careers; *Computers; Computer Science; *Employee Attitudes; Foreign Countries; *Office Occupations; *Sex Differences; *Success; *Technological Advancement; Work Attitudes
IDENTIFIERS- Canada

Resarch about office computerization and its relationships to gender and level in the organization is fairly new. Despite increased use of computers in offices and the belief that employee attitudes toward the technology may be crucial when trying to achieve technological effectiveness, few studies have examined these issues. A study was conducted to investigate how an individual's perception of career success might be related to his/her attitude toward a computer-based technology. Twenty-eight Canadian employers from large firms, medium-sized firms, educational institutions, and government agencies selected three to six successful managers and an equal number of support personnel from various departments. Employees (N=196) who used computers at work were selected and administered an anonymous questionnaire to assess their present positions in terms of success and their perception of the technology available to them. The results confirmed the hypothesis that computer attitudes would explain employee perceptions of job and life success. The results also demonstrated that employees assessed computers differently depending on whether they used intelligent workstations or main-frame terminals. Respondents felt that the effect of intelligent workstations upon communication was positive. Other data showed that the perceived effect of computers upon control differed strongly according to gender. Women reported feeling less in control when working with a main-frame terminal than did men, while the perceptions of control when working with an intelligent workstation were about equal for men and women. These findings suggest implications for both researchers and practitioners. (NB)

ED 270 750 CS 209 765

Turk, Judy VanSlyke

Sex-Role Stereotyping in Writing the News: Another Look at the Influence of Reporter and Source Gender.

PUB DATE- Aug 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Females; Higher Education; Influences; Information Sources; Journalism; Males; *Media Research; *News Reporting; *News Writing; *Sex Role; *Sex Stereotypes

To determine whether gender bias and stereotypes filter into reporters' consciousness affecting what they write about women, a study replicated research conducted in 1984 at Syracuse University that found evidence of such bias and stereotypes. Subjects, 12 graduate and 149 undergraduate students enrolled in newswriting classes at the University of Oklahoma, and Louisiana State University, were given a packet of information containing a press conference transcript, a biography of a news source, and a copy of handwritten notes ostensibly taken by a reporter at the conference. The information in the packets was identical, except for the sex of the information source--which was given as male in approximately half of the packets, female in the rest. The students were told to write a news story about the conference using only the packets. Each assertion in the stories was coded as either personal or professional. The coder then decided if each assertion was masculine, feminine, or neutral. The results generally were consistent with the findings of the Syracuse study, with some divergence. While neither found a significant interaction effect between reporter's sex and source sex, the relationship between the number of feminine assertions and source sex that had been significant in the Syracuse study was not significant in the replication--nor were any of the relationships between assertions and sex found to be significant in the replication. The findings suggest that whatever gender-stereotyping did exist was perhaps due more to chance than to any pattern of ingrained, institutionalized bias. (FL)

ED 270 848 EA 018 526

Shepherd, Greta D.

Survival Strategies and the Superintendency.

PUB DATE- 86
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Problems; Administrator Role; *Conflict Resolution; Educational Administration; Elementary Secondary Education; Leadership; *Politics of Education; Success; *Superintendents

The length of tenure of school superintendents declined during the 1970's and 1980's, perhaps because teachers, parents, politicians, students, community members, and board members do not always pursue courses of action that conform to the superintendent's carefully constructed plans. Superintendents can apply several strategies to enhance the survival of both their plans and their jobs. First, they should develop a vision of the school district's direction that they can share with everyone, that can be applied using practical procedures, and that will be related to the values of those in the district. Second, superintendents should establish their independence from politics by resisting compromises when educational principles are at stake. Third, superintendents should be able to read human behavior, assess attitudes, recognize when to abandon positions, and understand and adjust their conflict resolution styles. (PGD)

ED 270 862 EA 018 542

Fischer, Linda; Lamont, Betty

An Investigation of School Board Practices in the Purchase and Utilization of Textbooks and Other Classroom-Based Learning Materials.

Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1546-6
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Educational Trends; Elementary Secondary Education; Expenditures; Foreign Countries; Instructional Materials; *Policy Formation; *Resource Allocation; School District Spending; Surveys; *Textbooks; *Textbook Selection; *Textbook Standards
IDENTIFIERS- Ontario

This report describes a research study for the Ontario Ministry of Education that addresses the issues of policy, expenditure levels, and patterns of use related to textbooks, library books, and other classroom-based learning materials in Ontario schools. The research is based on a survey of public and Roman Catholic separate school boards throughout Ontario, as reported by board officials, coordinators, elementary and secondary school principals, secondary school department heads, elementary school teachers, and board trustees. Information was sought from each school board on (1) the amount of money spent per year on learning materials regularly used; (2) the decision-making process for expenditures; (3) the selection process for learning materials; (4) patterns associated with the classroom use of learning materials; (5) textbook turnover; (6) trends with respect to the significance of textbooks in the total spectrum of learning materials; (7) opinions of people at all levels regarding the effect of present learning-materials funding on the quality of education; and (8) awareness of respective roles of the local board and ministry in development of learning-materials policy. Results of the survey are set forth in 24 statistical tables throughout the report. (TE)

ED 270 888 EA 018 575

Barro, Stephen M.
The Logic of Teacher Incentives.
National Association of State Boards of Education, Alexandria, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; *Educational Change; *Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Merit Rating; Performance Contracts; Performance Factors; Promotion (Occupational); Teacher Effectiveness; Teacher Employment Benefits; *Teacher Evaluation; Teacher Improvement; *Teacher Promotion; Teacher Salaries
IDENTIFIERS- National Association of State Boards of Education; National Commission on Excellence in Education

Widely endorsed national reports on educational reform have proposed career ladders and merit pay to raise the quality of the teaching force, and hence contribute to educational excellence. This report contends that careful analysis of proposed changes of teacher reward systems has been omitted. The issues requiring attention involve incentive rationale and incentive system design. Chapter 2 considers rationales on which recent proposals for performance-based teacher pay and promotion are founded, including behavioral assumptions, mechanisms to enhance educational quality, and conditions under which mechanisms are likely to work. Chapter 3 focuses on questions concerning the teacher evaluation component of an incentive system, putting forth criteria that evaluation methods must meet, applying them to evaluation approaches, and assessing adequacy of prospective performance measures. Chapter 4 deals with such design issues as structuring of rewards. A final chapter consolidates the report's major findings; recommended are performance-contingent pay increases, universal coverage, differentiation among multiple performance levels, and predetermined reward criteria. (CJH)

ED 270 946 EC 182 947

Turnbull, Ann P.
The Parent's Role in Health Care: Children with Disabilities and Chronic Illness.
PUB DATE- Feb 86
NOTE- 8p.; Paper presented at the National Governors Association National Early Childhood Conference (Washington, DC, February 6-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; *Disabilities; Family Role; Financial Support; *Health Services; Medical Services; *Parent Role; Quality of Life; Respite Care; *Special Health Problems

In this paper, by an educator who is also the parent of a son with mental retardation, the urgent needs of families whose children have chronic medical needs in addition to disabilities are discussed. One family's efforts to maintain their severely retarded and disabled son at home are described as an illustration not only of the unsurpassed quality of care that families can provide but also of the need for respite care and other help to such families from outside sources. Among points made in the paper are that quality of health care and quality of life is enhanced when parents are empowered to be primary health care providers; that parents can assume this role cost effectively; that parents need financial support to undertake the effort; that the quality of life for the community is improved as people with disabilities interact with people without disabilities; and that people with extensive health needs as children can grow to become tax-contributing citizens and economic assets to their states. (CL)

ED 270 599 CE 044 545

Crohn, Leslie

Technological Literacy in the Workplace.

Northwest Regional Educational Lab., Portland, OR. Education and Work Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 83
NOTE- 69p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; Educational Policy; Emerging Occupations; Employer Attitudes; *Employment Opportunities; Employment Patterns; Employment Potential; Employment Projections; *Futures (of Society); Job Skills; Labor Market; Labor Needs; Postsecondary Education; *Regional Planning; Salary Wage Differentials; Secondary Education; *Technical Education; Technical Occupations; Technological Advancement; *Technological Literacy
IDENTIFIERS- United States (Northwest)

A study examined the views of leading Northwest business executives concerning the implications of and need for technological literacy in the 1990s and beyond. The executives made it clear that the United States is moving toward a future in which high-technology industries will alter work functions dramatically. Providing students with a basic core curriculum emphasizing an interdisciplinary approach appeared to be the most appropriate and feasible way of meeting the future demands of employers and of developing the adaptability necessary to cope in a rapidly changing technological environment. Interviews with employers in the three leading industries of the Northwest--wood/forest products, health/hospital services, and high technology--consistently revealed that orientation to keyboard and other computer skills will continue to be important for future workers. Cited just as frequently, however, were critical thinking, problem-solving, analyzing, and decision-making skills. It was stressed that schools must seriously address the relationship between liberal arts and technological literacy; continue to seek and upgrade qualified personnel in math, science, and vocational education; and increase state-of-the-art resources and equipment for academic and vocational courses alike. (Appendixes include a list of basic skills and competencies for productive employment and data summaries of the employer interviews dealing with the three aforementioned industries.) (MN)

ED 270 625 CE 044 583

Sorge, Arndt

Technological Change, Employment, Qualifications and Training. A Development of Concepts from a Conference Held in Berlin, November 24-26, 1982.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-3196-1
PUB DATE- 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Change; *Educational Needs; Employer Employee Relationship; *Employment Patterns; *Employment Qualifications; Foreign Countries; Futures (of Society); Information Science; Job Training; *Labor Market; Postsecondary Education; Retraining; Small Businesses; Social Change; *Socioeconomic Influences; *Technological Advancement; Unions
IDENTIFIERS- Europe

A conference examined the socioeconomic challenges of technological and educational change throughout the European community. One hundred fifty representatives from a cross section of countries and agencies involved in education, training, and employment gathered to discuss the following themes: the transition from initial training to employment with specific reference to the new technologies and the need for vocational education; training needs of management, employers, and employees in regard to new technologies; information technology and a changing society; and polarization or depolarization of qualification structures. The following were the main conclusions of the conference. Qualifications are not directly and narrowly determined by technical innovation. The relationship between present and future job contents and training is indirect and complex, and a new relationship between education and training is needed to master skills in a future job. Although they may be unaware of it, politicians, trade unions, and employers play an important role in exercising choices shaping education and training arrangements and technological change. The considerable need for adult training and retraining has made consideration of new training methods an urgent matter. Small and medium-sized enterprises are faced with special problems, including greater difficulties in administering systematic training, and often a lower capacity for technical innovation. (MN)

ED 270 651 CG 019 104

Valett, Robert E.
Constructive Critical Thinking. Ten Steps to Effective Problem Solving.
PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adolescents; Cognitive Processes; Coping; *Critical Thinking; *Decision Making; Generalization; *Problem Solving; *Productive Thinking; Secondary Education; *Skill Development

This document was written for junior and senior high school students to help them learn to cope more effectively with their problems. It is intended as a quide for helping adolescents explore and solve problems through constructive critical thinking. Ten steps in the process of constructive critical thinking are presented with personal and social examples and activities. These 10 steps are: (1) clarifying goals; (2) obtaining information; (3) identifying problems; (4) asking questions; (5) searching for answers; (6) predicting consequences; (7) making a plan; (8) practicing solutions; (9) evaluating results; and (10) noting progress. Common personal problems of young people are presented for critical analysis and discussion. Then, examples of how some famous persons dealt with different problems and concerns are described to offer the reader further challenges for exploring constructive critical thinking. Suggestions for practical applications of constructive critical thinking in real life situations are listed. This guide begins with a short pretest and concludes with a posttest on constructive critical thinking. (NB)

ED 270 735 CS 008 480

Gutknecht, Bruce
Reading: A "Top Ten" Activity.
PUB DATE- 5 Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; Elementary Secondary Education; *Motivation Techniques; Negative Attitudes; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; Reading Instruction; Recreational Reading; Student Attitudes; *Student Motivation; Teaching Methods

A review of National Assessment of Educational Progress findings presents a picture of the reading attitudes of a large segment of the American population, and of the relationship between reading attitudes and reading performance. The findings show that a negative attitude toward reading exists, and that it increases with each year spent in school. High reading performance, on the other hand, appears to be related to a positive attitude toward reading, kindergarten attendance, homework being assigned and completed, and higher levels of parental education. Many students have problems with reading that contribute to their negative feelings toward reading, such as a lack of comprehension skills. Poorly given reading assignments also contribute to students' negative reading attitudes. Teachers can help students find some worth and value in reading, thereby improving their attitude toward reading, by (1) involving students in only meaningful learning activities, (2) making accommodation for the varied ability levels of the students, (3) using written materials in the same way as any other instructional materials, and (4) avoiding the problems students have in comprehension. (HOD)

ED 270 779 CS 209 833

Giffard, C. Anthony

Through a Lens Darkly: Press Coverage of the U.S. Withdrawal from UNESCO.

PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; Content Analysis; *International Relations; *Media Research; *Newspapers; *News Reporting; *Press Opinion; Public Opinion
IDENTIFIERS- New World Information Order; *Unesco; United States

A study examined newspaper coverage of the United States' withdrawal from Unesco to determine whether the public was given a balanced picture of the issues involved and to examine the degree of impartiality of the coverage of one specific issue, the New World Information Order. The study analyzed reports that appeared in American daily newspapers from the Associated Press, United Press International, the New York Times News Service, and the Washington Post/Los Angeles Times News Service. Approximately 4,000 news stories, editorials, and columns dealing with the withdrawal were identified for the period from December 1983, when the U.S. announced its intention to withdraw, to December 1984, when the withdrawal formally took place. The stories were entered into a computer data base to determine patterns and orientation of coverage. The results indicated that of the nation's approximately 1,700 daily newspapers only 289, or about 17%, appeared to have carried any news reports at all on the withdrawal. Three-quarters of the published news reports were credited to one of the four agencies analyzed, the largest number from the Associated Press. The reports were highly critical of Unesco and supportive of the withdrawal. The newspapers followed the news agency agenda, and tended to select from the agency files those reports most critical of Unesco, while ignoring those that supported the organization or opposed the withdrawal. The results suggest that readers relying on their local paper for news on which to base their opinion about the merits of the withdrawal would have received a very one-sided picture of the issues involved. (HTH)

ED 270 794 CS 209 872

Jeter, James Phillip
Black Press Commentary on the Japanese Internment during World War II.

PUB DATE- Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Businesses; Content Analysis; Discriminatory Legislation; *Japanese Americans; *Media Research; National Security; *Newspapers; *Press Opinion
IDENTIFIERS- *Japanese Relocation Camps; World War II

A study examined contemporary reactions of the Black American press to the relocation and internment of the Japanese and Japanese Americans during World War II. Noting that the Black American press has been an activist press since its inception in 1827, it was hypothesized that Black newspapers would editorialize against the internment of Japanese American citizens because the evacuation and internment was in violation of their civil rights. All issues (114) of six Black weekly newspapers published between the bombing of Pearl Harbor and the end of April 1945 were examined with special attention paid to the editorial and opinion columns. The results indicated that two papers contained no references to the Japanese internment. A third paper contained one veiled reference to the imminent internment of the Japanese. Two other papers contained columns vigorously objecting to the internment. Finally, the sixth paper, on the whole, objected to the internment, but also ran editorials encouraging Blacks to "return to the farm" and replace the Japanese in the coastal agricultural endeavors if their internment was inevitable. All of the papers were consistent in their protest of racial discrimination where they thought it existed and manifested itself, whether the Japanese internment was mentioned specifically or not. (HTH)

ED 270 876 EA 018 561

Brott, Ralph
Credentialing in California: Alternatives for Governance.
California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Berkeley, CA.; Stanford Univ., Calif. School of Education.

SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-84-3
PUB DATE- Aug 84
NOTE- 62p.
AVAILABLE FROM- Publication Sales, PACE--Policy Analysis for California Education, 3659 Tolman Hall, Department of Education, University of California, Berkeley, CA 94720 ($3.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accrediting Agencies; *Certification; *Credentials; Educational Improvement; Elementary Secondary Education; *Governance; Policy Formation; *Teacher Education; Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- *California; California Commission on Teacher Credentialing

This report explores issues surrounding the present governance structure of teacher credentialing in California and considers alternative structures to improve governance in the teaching profession. The study discusses the present credentialing structure, credentialing problems, and criticisms of the Commission on Teacher Credentialing, a body independent from the California State Department of Education (CSDE) and superintendent of public instruction. Standards for teacher preparation and credentialing are the commission's responsibility, but it has demonstrated an inability to set goals, address major policy issues, and provide leadership. Since credentialing is a burdensome process, it primarily verifies a candidate's minimum specified requirements. The researcher argues that the only current assurance of teaching quality--completion of an approved teacher training program--is inadequate to meet projected educational demands. Alternative governance structures considered include returning credentialing to the CSDE and placing the commission within the department as a semiautonomous agency. Following the conclusion are five appendixes, including a history of the development of credentialing in California and a response to this report by the Commission on Teacher Credentialing. A biblography with 41 references is appended. (CJH)

ED 270 902 EA 018 608

Guidelines to Student Activity Fund Accounting. Revised.
Association of School Business Officials International, Reston, VA.
REPORT NO.- ISBN-0-910170-45-2
PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Publication Sales, Association of School Business Officials, 1760 Reston Avenue, Suite 411, Reston, VA 22090 ($5.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ancillary School Services; Elementary Secondary Education; *Extracurricular Activities; *School Accounting; School Business Officials
IDENTIFIERS- School Business Management; *Student Activity Funds

This booklet provides guidelines to help school business officials develop sound procedures for keeping proper accounts of and managing the money raised and spent in the course of conducting student activity programs. The booklet notes the roles of the administrators and activity advisers related to management of the student activity fund, then reviews the general management principles involved. Strategies for reducing accounting costs are listed briefly. Internal controls for accounting and administrative purposes are considered at some length, and auditing processes are proposed. The booklet concludes with answers to 26 common questions and with a glossary of applicable accounting and business management terms. (PGD)

ED 270 916 EC 182 913

Ragosta, Marjory; Harrison, Richard H.
Identifying Factors That Predict Deaf Students' Academic Success in College. Final Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 85
NOTE- 233p.
GRANT- G008302269
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Age Differences; College Students; Demography; Dropouts; *Grades (Scholastic); *Hearing Impairments; Higher Education; *Prediction; Racial Factors; Sex Differences
IDENTIFIERS- *Scholastic Aptitude Test; *Student Descriptive Questionnaire

The study addressed the question of the validity of the Scholastic Aptitude Test (SAT) and the accompanying Student Descriptive Questionnaire (SDQ) in predicting first year college grades and student persistence through two years of college study for hearing impaired students. Two other sets of predictors, namely, demographic variables such as age, race and sex, and factors specifically related to deafness were also examined. Principal findings included the following: (1) correlations of the predictors with college grades and associated regressions showed that both the SAT and high school grades were good predictors both for the handicapped groups and the control groups; (2) the SAT verbal and mathematics tests, in combination, were found to be unbiased when a sample of deaf candidates was compared with a sample of hearing candidates, both of whom reported scores to the institution in the study where deaf students were mainstreamed with the hearing students; (3) selected questions from the SDQ biographical questionnaire given with the SAT were, as a group, good predictors of college grades for both deaf and hearing samples; (4) the set of demographic predictors that related to deafness characteristics did not significantly forecast college grades for the handicapped; and (5) persistence through 2 years of college study was predicted significantly for two out of three institutions in the study separately, and in combined sample over all schools, when SDQ responses such as high school rank, class size, number of areas in which help was desired in college, participation in extra-curricular activities in high school, and certain academic variables were employed in discriminant analyses to distinguish persisters from non-persisters. (Author/CL)

ED 270 931 EC 182 931

Taylor, Steven J.; And Others

The Nonrestrictive Environment: A Resource Manual on Community Integration for People with the Most Severe Disabilities. Field Test Version.

Syracuse Univ., NY. Center on Human Policy.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Jan 86

NOTE- 152p.; A part of the Community Integration Project. For related documents, see EC 182 932-933.

CONTRACT- 300-85-0076

AVAILABLE FROM- Center on Human Policy, 123 College Place, Syracuse University, Syracuse, NY 13244-4130 ($5.50).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adoption; Community Programs; Community Resources; Community Services; *Family Role; Foster Care; *Group Homes; *Multiple Disabilities; *Normalization (Handicapped); Services; *Severe Disabilities; Vocational Education

The report examines the status of community integration for people with the most severe disabilities. Information is drawn from literature reviews, telephone surveys of over 50 programs nationwide, and visits to 5 community service systems in 4 states. An initial section outlines basic principles for community integration, followed by a review and critique of the continuum concept, the notion that persons with a range of disabilities need to live in a range of most restrictive to least restrictive settings. Analysis of the nonrestrictive concept stresses the importance of supporting children in natural, foster, and adoptive families. Ways in which good families for children can be found are considered and illustrated by examples. Types of support that must be offered such families are noted - including staff and professional support and case management. Participation in community life is stressed as is the need for integrated and individualized vocational services. Commitment flexibility and accountability are emphasized. Guidelines for operating group homes are presented, including avoiding institutional trappings and teaching functional life skills. (CL)

ED 270 571 CE 044 423

Building Trades. Block VIII. Interior Trim.
Texas A and M Univ., College Station. Vocational Instructional Services.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 85
NOTE- 207p.; For curriculua on foundations, floor framing, and wall framing, see ED 239 104, ED 256 954-955, and CE 044 422.

AVAILABLE FROM- Vocational Instructional Services, Texas A&M University, F.E. Box 182, College Station, TX 77843 (Order #05408--$11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Trades; *Cabinetmaking; *Carpentry; Construction (Process); *Finishing; Job Skills; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Student Evaluation; *Trade and Industrial Education; Woodworking

This curriculum for interior trim provides instructional materials for 18 informational and manipulative lessons. A list of 11 references precedes the course materials. The instructor's plan for each informational lesson begins by providing this information: subject, aim, required teaching aids, required materials, references, and prerequisite experience of the learner. Components of the instructor's plan include preparation of the learner (motivation), presentation of information, application (teacher and student activities), verification and/or evaluation (final check on student's comprehension of materials presented), summary, and suggested reading for students. Information sheets and assignment sheets are provided as needed. The instructor's plan for a manipulative lesson begins with this information: task, aim, tools and equipment needed, materials needed, teaching aids, references, and checking standards. Components of the plan include preparation, presentation of the skills, application (practice by learner under close supervision), verification and/or evaluation, summary, and suggested reading for students. A job sheet and task sheets are provided. Topics covered include thermal insulation; acoustical insulation; insulation installation; drywall construction; gypsum wallboard installation; wall panels; wood paneling; wood flooring; resilient tile flooring; kitchen/bathroom cabinets; and base, ceiling, and wall molding and their installation. (YLB)

ED 270 585 CE 044 521

Employment Initiatives. Third Year Report.
Maryland State Dept. of Human Resources, Baltimore.
PUB DATE- Dec 85
NOTE- 32p.; For related documents, see CE 044 519-522.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Programs; Adults; Demonstration Programs; *Employment Programs; *Employment Services; Job Search Methods; *Job Training; One Parent Family; Remedial Instruction; *State Programs; *Welfare Recipients
IDENTIFIERS- *Employment Initiatives; Maryland

The third operational year of the Employment Initiatives (EI) saw expansion throughout Maryland with the addition of new projects in Anne Arundel, Allegany, Dorchester, Frederick, and Harford counties during October 1984. In July 1985, other projects were funded in Baltimore City, Southern Maryland, and Montgomery County. EI offered a package of program activities leading to unsubsidized employment, including skills and remedial training, training in job search techniques, supportive services, and financial incentives. Clients included Work Incentive Demonstration Program clients and Aid for Dependent Children recipients. An evaluation of the original two EI projects, OPTIONS in Baltimore City and Basic Employment Training (BET) in Wicomico County, concluded that programs designed to increase employment among welfare recipients make a difference and can be cost-effective. Through its three years of operations, EI demonstrated that resources can be coordinated successfully at the local level to provide the employment, training, and support services public assistance recipients need to make the transition to private sector employment; the heterogeneous population of welfare recipients has diverse employment, training, and service needs; and the most disadvantaged gain the most from this type of program. (Appendixes include EI project descriptions, selected baseline characteristics, and client activity data.) (YLB)

ED 270 665 CG 019 118

Ishii-Kuntz, Masako
Status of the Elderly: Examination of Familial and Religious Factors.
PUB DATE- 6 Nov 85
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Dallas, TX, November 4-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conformity; Cross Cultural Studies; *Cultural Differences; *Family (Sociological Unit); Kinship; *Older Adults; Religious Factors; Socialization; *Social Status
IDENTIFIERS- *Ancestor Worship

Previous studies have shown that both economic and familial factors affect the status of the elderly across cultures. The objective of this study was to identify other antecedents of the status of the elderly, especially those involving the familial and religious domains. The presence or absence of ancestor worship was used as an indicator of the religious aspects of the society. A sample of nonindustrialized societies from the Human Relations Area Files (HRAF) and the Standard Cross-Cultural Sample (SCCS) provided cross-cultural data. The dependent variable (status of the elderly) and two independent variables (the value of conformity versus self-reliance in socialization and ancestor worship) were coded from the HRAF. These data were used to test the hypothesis that the status of the elderly varies according to predominant social norms and the practice of ancestor worship. The basic patterns of effects of the independent variables were found to be similar for both sexes. The results showed that the status of the elderly was higher in societies where conformity was emphasized in the socialization process. The correlation between elderly status and the practice of ancestor worship, however, appears to be spurious. A multivariate analysis revealed that ancestor worship had no significant effects on the status of the elderly. (References and data tables are included.) (ABL)

ED 270 679 CG 019 133

Sigmon, Scott B.
Does Participation in a Psychological Experiment Help the Young College Student?
PUB DATE- 75
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Altruism; College Students; *Helping Relationship; Higher Education; *Prosocial Behavior; *Self Esteem; *Sex Differences; *Volunteers

An extensive literature review of helping behavior revealed research showing that sex differences in helping behavior were probably due to the sex of the person receiving help rather than to that of the person giving help and that volunteers' personality characteristics vary. This study compared differences in self-esteem between males and females and between volunteers and non-volunteers. Fifty undergraduate students participated in the pretest and 109 in the experimental test. The task administered was the Object Identification Test which includes male-appropriate and female-appropriate forms. When a subject is administered the opposite sex's appropriate form, this constitutes a sex-inappropriate task. Subjects identified objects such as a flathead screwdriver or an electric wok. A combination self-esteem/personal competence scale was also administered. Subjects marked their tests with a "v" if they wished to volunteer for further psychological research. In the second session subjects in experimental groups were presented with either a sex-appropriate or sex-inappropriate task. Non-volunteers and volunteers were run through the same procedure at the same time. The results revealed that the self-esteem of volunteers was raised only slightly more than that of non-volunteers with no significant differences between males and females. A statistically higher percentage of females volunteered with a male making the request. These findings support the view that sex differences in helping behavior should not be assumed. Samples from the descriptions of the Objective Identification Test and the self-esteem/personal competence scale are included. A six-page reference list is appended. (ABL)

ED 270 707 CG 019 164

Hurrelmann, Klaus

School Related Problems of Adolescence: The Bielefeld Study.

PUB DATE- Apr 86
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Report on a project funded by the German Research Association DFG as part of the special research program SFB 227 "Prevention and Intervention in Childhood and Adolescence," University of Bielefeld, West Germany.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescents; Educational Change; *Educational Trends; *Employment Opportunities; Foreign Countries; *School Organization; School Role; Secondary Education; Social Networks; Social Support Groups; *Student Attitudes; *Student Problems

IDENTIFIERS- *West Germany

This report's central theoretical assumption is that adolescents are in risk of problem behavior if they are not sufficiently equipped with the social and psychological competencies to cope with culturally and socially defined developmental tasks specific to their ages. The first chapter describes the socio-structural factors which have changed the phase of adolescence during the last 30 years in West Germany. Special emphasis is given to the continued extension of the time spent at school and the growing tendency to postpone employment within the life course. The second chapter reports the findings of case studies which analyze the biographic importance of school-time for individual life courses during adolescence. A qualitative longitudinal study over 7 years is presented in which research was undertaken into how 40 adolescents aged 14 to 21 perceived the social and structural changes in their living conditions, in particular their educational and vocational opportunities, and how they ranked their school-time in relation to their individual biographies. Findings are discussed which revealed that school was primarily judged to be of instrumental value for acquiring the marks of adult status. The third chapter examines the role of school in the social support network of adolescence. A survey study of 2,000 students aged 14 to 21, designed as a 5-year longitudinal study starting in 1986, is described as a follow-up to the case studies which will examine school-related problems and the potentials for intervention that school systems can offer to adolescents. It is explained that the survey study will evaluate programs for social work and integrated youth services in school. (Author/NB)

ED 270 721 CS 008 458

Atkinson, Michael L.; And Others

Effects of Training on Accuracy of Decoding Complex Nonverbal Behavior. Working Paper No. 267.

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Aug 79
NOTE- 44p.; Report from the Project on Studies of Instructional Programming for the Individual Student.

GRANT- OB-NIE-G-78-0217
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audience Analysis; *Behavior Patterns; College Students; *Communication Research; Comparative Analysis; Elementary Education; Elementary School Students; Feedback; Higher Education; *Nonverbal Communication; *Perception; Role Playing; Spontaneous Behavior; Student Behavior; *Training Methods
IDENTIFIERS- Accuracy; *Behavior Analysis

Two studies investigated the effects of training on how accurately observers (college students) decoded a complex nonverbal stimulus. In the first experiment, observers viewed silent videotapes of 16 third and fourth-grade school children who were listening to an easy or a difficult lesson. Half of the children were responding spontaneously, while the other half had been instructed to pretend that they either understood or did not understand the lesson. Observers were asked to make judgments about the type of behavior they had witnessed (spontaneous or deliberate, and easy or difficult). Some observers were given feedback about their decoding accuracy after each trial, others were given feedback plus an opportunity to discuss the decision among themselves, and a third group served as the control. Results showed that all observers demonstrated a consistent practice effect, but neither feedback nor feedback plus discussion improved decoding accuracy above the level of the control group. The second study examined the effect of practice alone (10 practice trials plus six test trials). Results indicated that when compared to a no-experience control group (who just decoded the six test trials), practice had no effect on decoding accuracy. (Author/HOD)

ED 270 765 CS 209 809

Kerr, John; Niebauer, Walter E., Jr.

A Base-Line Study on the Use of Outside Database, Full Text Retrieval Systems by Newspaper Editorial Page Writers.

PUB DATE- Aug 86

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Databases; *Editorials; Information Services; *Information Sources; Journalism; *Newspapers; Occupational Surveys; *Online Searching; Research Tools; Special Libraries; User Satisfaction (Information); *Use Studies

IDENTIFIERS- *Journalism Research

Based on the premise that editorial page writers do not have what they consider sufficient time to adequately research their topics, a study surveyed newspaper librarians and writers to determine the extent of database system use by editorial page writers.

Circulations of the participating newspapers were included as a variable to determine if newspaper size had any bearing on the responses. The survey sample consisted of 40 editorial page writers representing 27 newspapers and 24 libraries. Among the findings were the following: (1) 29 writers agreed or strongly agreed that lack of time to do an adequate job of research was their biggest problem; (2) with the larger newspapers, the time problem was less severe; (3) the majority of writers did not use the computer database retrieval systems in most of their research; and (4) writers at newspapers where librarians serve as mediators were more satisfied with the database retrieval systems than were writers at newspapers where mediators were not available. (HOD)

ED 270 808 CS 209 904

Kang, Jong Geun; Morgan, Michael
Culture Clash: U.S. Television Programs in Korea.
PUB DATE- Aug 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Cultural Differences; *Korean Culture; *Mass Media Effects; *Media Research; Moral Values; Sex Differences; Social Values; *Student Attitudes; *Television Viewing
IDENTIFIERS- South Korea

A study examined the influence that the United States media have on the values, morality, and traditions of other countries, and more specifically the effects on Korean values of American television as it is broadcast on the U.S. Forces Korean Network. College students in Seoul, Korea (46% male and 54% female with a mean age of 24.6) answered a questionnaire on television viewing habits. Males and females differed significantly in the amount of U.S. television they watched and in the implications of their viewing. Females were more likely to endorse nontraditional Korean viewpoints regarding roles, norms, and values. For males, the more they watched U.S. television, the more protective they became toward Korean culture, valuing the Korean over the U.S. family system and concerned that Western culture might "reduce Korea's cultural uniqueness." The findings suggested that heavy viewers of U.S. programs are more likely to take liberal positions on various social issues than are light viewers and that U.S. programs are contributing to the Westernization of traditional cultures. References and tables are appended. (SRT)

ED 270 822 CS 209 940

Robinson, Brent
Microcomputers and the Language Arts. English, Language, and Education Series.
REPORT NO.- ISBN-0-335-15075-6
PUB DATE- 85
NOTE- 135p.
AVAILABLE FROM- Open University Press, Taylor & Francis Inc., 242 Cherry St., Philadelphia, PA 19106-1906 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; Integrated Activities; Language Acquisition; *Language Arts; Listening Skills; *Microcomputers; *Reading Instruction; *Speech Instruction; Teacher Role; Teaching Methods; Word Processing; *Writing Instruction

Designed to reveal some of the strengths and weaknesses of microtechnology in the language arts, this book suggests how and where microcomputers might have applications or implications in the language arts curriculum. The first chapter of the book discusses practical problems facing language arts teachers in developing classroom computer programs, including how to gain access to computers, how to choose hardware and software, and where to place them for best use. The second chapter discusses computers and reading instruction, examining such areas as beginning reading, phonics, comprehension, and the higher reading skills. The third chapter deals with computers and writing and reviews computer use in teaching letter formation, spelling, grammar, and punctuation, and also as a stimulus for writing. The fourth chapter covers computers and oracy, touching upon computer recognition of speech, speech synthesis, and computer-student exchanges. The book concludes with a discussion of computers as language users across the curriculum. (FL)

ED 270 613 CE 044 562

Illi, M.; And Others
Robotics Developments and Future Applications. Seminar Report (Berlin, West Germany, November 29, 1983).
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-4903-8
PUB DATE- 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Needs; *Electromechanical Technology; Foreign Countries; *Futures (of Society); Labor Market; Labor Needs; Needs Assessment; Postsecondary Education; *Robotics; *Technical Education; Technical Occupations; *Technological Advancement; Work Environment
IDENTIFIERS- United Kingdom; West Germany

This collection includes five papers assessing current and projected developments in the field of robotics and the implications of these developments for vocational-technical education. The first paper, "New Applications for Industrial Robots--Perspectives for the Next Five Years" (M. Illi) compares advances in robotics in Japan and the Federal Republic of Germany. In a paper entitled "Extension of Robot Capabilities through Artificial Vision," I. Aleksander compares three generations of artificial vision for robots and discusses the implications of advances in robot vision for future uses of robots. Professor H. H. Rosenbrock explores the relationship between people and machines in his paper "Robots and People in the Workplace." "Social Aspects of the Use of Robots: Implications for Working Conditions and Employment" (R. Schneider) discusses some of the positive and negative effects that robots are likely to have on the workplace. The final paper, "Training and Qualifications Needs" summarizes the conclusions drawn by the authors of the first four papers concerning the training needs of persons working in the field of

robotics. (MN)

ED 270 639 CE 044 602

Mosier, Nancy R.

Financial Analysis: A Review of the Methods and Their Application to Employee Training. Training and Development Research Center Project Number Nine.

Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jan 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Business Administration; *Cost Effectiveness; Decision Making; Educational Benefits; *Educational Economics; Educational Needs; *Evaluation Criteria; *Evaluation Methods; Investment; *Labor Force Development; Management Development; Models; Money Management; Needs Assessment; Outcomes of Education; Postsecondary Education; *Training Methods
IDENTIFIERS- *Financial Analysis

Financial analysis techniques are tools that help managers make sound financial decisions that contribute to general corporate objectives. A literature review reveals that the most commonly used financial analysis techniques are payback time, average rate of return, present value or present worth, and internal rate of return. Despite the success of several experiments using financial analysis techniques in training and development, only a few financial analysis studies and models have been published. Much of the material that has been published to date focuses only on costs and advocates making decisions only on the basis of costs; however, it is clear that economic decisions must be made on the basis of both costs and returns for the life of the project. Two major recurring omissions in existing cost-benefit studies are the tendency to leave out the indirect costs to the firm such as depreciation of capital and foregone interest and the pattern of not discounting costs and benefits over the life of the project. Only two references address benefits that might accrue to individual trainees. Furthermore, unlike cost-benefit estimates of public investments, which are almost always done as forecasts to guide decision makers and to rank programs, most financial analyses of training and development are done after the training has been completed. Any model developed should be suitable for following actual dollars and for predicting costs and returns. (MN)

ED 270 652 CG 019 105

Perry, Gloria R.

Life Styling for the Promotion of Health While Aging.

PUB DATE- Apr 82
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aging (Individuals); *Community Education; *Counseling Services; Health Education; *Health Programs; *Life Style; *Older Adults
IDENTIFIERS- *Health Promotion

Classes on lifestyling for the promotion of health for the elderly were offered to a senior citizens' group in a community center setting. The objectives of the sessions were: (1) to teach the importance of health maintenance and primary prevention throughout the aging process; (2) to disseminate information relative to diet, exercise, and stress reduction; (3) to expose senior citizens to a wellness-based concept of health as opposed to an illness-based concept; and (4) to emphasize it is never too late to focus on one's health. The ultimate goal of the program was to decrease complications from disease and to increase longevity. Holistic health classes included the topics of self-responsibility, nutritional awareness, physical fitness, environmental sensitivity, and stress management. To measure the program's effectiveness, 14 participants completed the Travis Wellness Inventory which measures wellness in degrees from premature death through a high level of wellness. The highest score was 90 out of a possible maximum score of 94 and the mean score for the respondents was 66.3. The most positive responses dealt with nutritional awareness, self-responsibility, expressing of emotions, and environmental safety (excluding automobile safety). The most negative responses dealt with physical activity, with few respondents reporting maintenance of a regular exercise program. This project demonstrated the efficacy of health promotion programs with the elderly, and similar programs are recommended. (Inventory questions are included.) (ABL)

ED 270 693   CG 019 150

Gattiker, Urs E.; And Others
Attitudes toward Office Technology by Employees.
PUB DATE- 85
NOTE- 29p.; Best copy available. Portions of this paper were presented at the Annual Meeting of the American Sociological Association (80th, Washington, DC, August 26-30, 1985). For related documents on the computer in the workplace, see ED 269 696-698, and CG 019 148-149.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Science; *Employee Attitudes; *Microcomputers; *Office Occupations; *Technological Advancement; *Telephone Communications Systems; *Typewriting; Work Attitudes

Research about office computerization and its relationship to age, gender, and level in the organization is relatively new, despite increased use of computers in the offices and the belief that employee perception of the technology may be crucial to achieving technological effectiveness. A study was conducted to identify factors of a construct measuring attitudes toward technology and to examine the patterns of perception of various technologies to see whether each is perceived differently. Employees (N=82) of 10 organizations in two metropolitan areas of the United States chosen on the basis of technologies in use at different levels completed questionnaires on how the kinds of office technology they used affected their work. The results revealed that there were substantial differences in the respondents' perceptions of office technologies and various types of computers. The computer (personal computer, word processor, terminal), telephone, and typewriter were most frequently cited by respondents as their primary or secondary technology at work. The telephone was seen as helpful for communication, but also as a source of interruption. All three technologies were perceived as contributing to worker effectiveness. Moreover, the data revealed that the perceived effect of personal computers upon control and quality of work life was positive and that personal computers were perceived to have effects statistically different from word processors and main-frame terminals. These findings suggest implications for both researchers and practitioners. A four-page list of references and tables of data conclude the document. (NB)

ED 270 736 CS 008 482

Cranney, A. Garr; Miller, Janet
History of Reading: Status and Sources of a Growing Field.
PUB DATE- 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; *Educational History; Educational Improvement; Educational Trends; Graduate Study; Higher Education; *Information Sources; *Reading Instruction; *Reading Research
IDENTIFIERS- International Reading Association

Recent developments in the field of reading indicate that a number of reading educators recognize the importance of studying the history of reading as a part of the knowledge base of reading education. A questionnaire was mailed to all coordinators of United States and Canadian programs listed in the International Reading Association's "Graduate Programs and Faculty in Reading." Results of response analysis suggest that graduate students are being taught some history of reading, usually as part of other courses. Therefore, a need exists for information about resources in the history of reading and how they can be found. Among possible sources for such information are the International Reading Association, the Henry Sweet Society for the History of Linguistic Ideas, and the Center for the Book in the U.S. Library of Congress. (A selected annotated bibliography of titles and topics in the history of reading is included.) (DF)

ED 270 751 CS 209 767

Hill, Donald E.
The Effect of Practice on the Basic Mechanics of Editorial Design.
PUB DATE- Aug 86
NOTE- 70p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Comparative Analysis; Course Content; *Editing; Females; Higher Education; *Layout (Publications); Males; *Media Research; Sex Differences; *Skill Development; Student Improvement; Student Needs
IDENTIFIERS- *Editorial Mechanics

A study examined whether student performance in some of the basic skills of editorial design would improve with practice. Subjects, 67 college juniors enrolled in an introductory course in graphic communication, were divided into four groups: male, female, students with ACT scores in mathematics of 14 or below, and students with ACT scores in mathematics of 15 or above. The subjects were assigned a series of four problems in "editorial mechanics" at various times during the semester. The degree of difficulty was increased from a typical first problem to the equivalent of entry-level work. The subjects were not given any special preparation for the problems. Results revealed no differences in the performance of male and female students. ACT scores in mathematics had no significant effect on performance. The findings suggest that introductory students will require additional instruction and practice time in order to solve problems that represent entry-level skills in editorial mechanics. (Extensive appendixes--two-thirds of the document--contain copies of the course syllabus and of the four problems used in the study.) (FL)

ED 270 836 EA 018 502

Knapp, Michael S.

Legislative Goals for the Education Block Grant: Have They Been Achieved at the Local Level? A Special Issue Report from the National Study of Local Operations under Chapter 2 of the Education Consolidation and Improvement Act.

SRI International, Menlo Park, Calif.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jan 86
NOTE- 142p.; For related documents, see EA 018 501-506.
CONTRACT- 300-83-0286
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Problems; *Block Grants; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Federal State Relationship; Government School Relationship; *Program Effectiveness; School District Autonomy
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; *National Study of Local Operations under Chapter 2; Program Objectives

This document reports the findings of the National Study of Local Operations under Chapter 2 of the Education Consoldation and Improvement Act of 1981 concerning the achievement of three of the goals set by federal statute for this educational block grant legislation. These goals are improving education for public school students and school districts, reduction of local administrative burden, and enhancement of local discretion. Data for the study were gathered by mail and telephone survey from a national sample of school districts, and through site visits to 24 districts. The report introduces the purpose of the national study, briefly describes the legislative goals reviewed, and touches on the study methodology. Individual chapters devoted to each of the three goals are then provided. A final chapter summarizes the findings and places them in the broader perspective of block grant implementation and effects. The study's essential findings were that the goals had been achieved, at least to some degree. Appendixes provide error values for the report's tables, a list of antecedent programs consolidated under Chapter 2, and the text of the Chapter 2 legislation. (PGD)

ED 270 849 EA 018 527

Ekholm, Mats
School Improvement in Sweden: Longitudinal Research Perspectives.
PUB DATE- Apr 86

NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Curriculum; Educational Change; *Educational Improvement; Educational Policy; Educational Research; Foreign Countries; Governance; Government Role; Inservice Teacher Education; *Longitudinal Studies; National Programs; National Surveys; Politics of Education; *School Organization; Student Attitudes; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Sweden

This paper reports the results of research examining the long-term success of Sweden's educational reforms. The paper's first section describes the Swedish educational system's structure, noting the roles played by the national government, local governments, and the National Board of Education. The second section of the paper looks at Sweden's history of interest in educational improvement, discusses changes in the national curriculum, and describes the policies (and their costs) for professional development of teachers. The third section of the paper describes three studies providing longitudinal information about the effects of these professional development programs. One of these studies, conducted in 1979, replicated another study, conducted in 1969. These 2 studies obtained information from students and teachers in upper grades in 12 locations around Sweden. The data showed relatively few changes in classroom teaching styles, some decreases in student and teacher workloads, and little increase in student feelings of independence. The third study, a 4-year study in three school management districts, found the schools' decision-making system a major cause for the schools' resistance to change. The findings of all three studies suggest that research results may not be broadly generalizable even in centralized educational systems. (PGD)

ED 270 863 EA 018 543

Roitman, Sue

ABCDF--Time Management for New Administrators.

PUB DATE- Mar 86
NOTE- 5p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (41st, San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Management Development; *Needs Assessment; *Office Management; *Principals; Scheduling; Secretaries; *Time Management

Several time-management techniques will help administrators accomplish necessary objectives and tasks. The most important technique is to prioritize activities, first distinguishing "desired" from "required" activities, and then organizing them according to the "ABCDF" formula of setting priorities: A=Absolutely, B=Better Do, C=Can Wait, D=Delegate and Deadline, F=Forget It. This formula can be used to segregate daily desk routines, as well as to schedule easily neglected but important conferences, faculty observations, and school "walk-through" times on a large desk calendar. This calendar should include phone numbers of contact persons next to reminders of regularly scheduled meetings and should use such visual aids as different colored inks. Administrators can use secretarial help to screen mail and visitors, to complete letters and forms, and to perform other administrative duties which will save the administrator time. The most difficult strategy, however, is learning to say "No" by asking: (1) whether the task contributes to the welfare of the school; (2) whether it needs to be done now; and (3) whether I am the only person who can handle it. Administrators should handle only those tasks which get a "Yes" answer to all three questions. (IW)

ED 270 889 EA 018 576

Tidwell, Sam B.

Financial and Managerial Accounting for Elementary and Secondary School Systems. Third Edition.

Association of School Business Officials, Reston, VA. Research Corp.

REPORT NO.- ISBN-0-910170-41-X
PUB DATE- 85
NOTE- 646p.
AVAILABLE FROM- Publication Sales, Association of School Business Officials, 1760 Reston Avenue, Suite 411, Reston, VA 22090 ($32.00 prepaid; shipping charges will be added to billed orders).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Budgeting; Educational Administration; Educational Finance; Elementary Secondary Education; Financial Policy; *Money Management; *School Accounting; *School Business Officials; School Business Relationship; School Taxes

This book describes recent improvements in governmental accounting, auditing, and financial reporting for school business officials. Applications of financial accounting and reporting principles in typical transactions of school systems are illustrated by questions, cases, and problems at the end of each chapter. The first of the two sections, "Basic Principles of Accounting for Elementary and Secondary School Systems," concerns accounting problems of school systems. Financial accounting and reporting principles are demonstrated by the fund and account group structure as recommended by school business organizations. Attention is focused on problems of cash flow, working capital, and causes of change in financial position of the general fund. This section develops budgetary accounting controls and financial reporting principles. The second section, "Accounting Principles as Applied to the Various Funds Used in Financial Administration of School Systems," addresses each fund and account group individually, showing how a school's financial structure can be divided into manageable, effective segments. The section includes the general fund, special revenue funds, capital project funds, and debt service funds. Financial transactions typical of those used in each fund and account group of a school system are illustrated. Interim and annual financial statements are given for formal budgetary type funds, and include balance sheets and statements comparing estimated or budgeted revenue with revenue realized. A glossary contains accounting terminology for school systems. (CJH)

ED 270 947 EC 182 948

D'Alonzo, Bruno J.; Owen, Steven D.
Transition Services for the Disabled: A National Survey.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 32p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
GRANT- G008430046
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Demography; Demonstration Programs; *Disabilities; *Education Work Relationship; *Federal Programs; *Models; National Surveys; Postsecondary Education; Secondary Education; Success; *Transitional Programs; Young Adults

The article presents results of a national survey which collected demographic and descriptive data from U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS) transition grant awardees. The awardees received funding under five separate categories: youth employment; post secondary projects; service demonstration models; cooperative models for planning and developing transitional services; and transition strategies and techniques. Forty-nine useable responses were received for a total return rate of 80%. Definitions and examples of transition models are provided. Information describing the age range, types of disabilities, referral sources, recipients of training, types of training, methods of training, and desired end products are provided for each of the five categories. Information provided by the grant awardees is synthesized into eleven components which reflect best practices for successful transitioning of disabled youth and adults into the community. Components include a cooperative interagency and individual referral network; linkages with government, private, and public service providers for the disabled; and supervised on-the-job training. (Author/CL)

ED 270 586 CE 044 522

Boeckmann, Margaret
A Study of Barriers to Employment for WIN Mandatory Welfare Recipients.
Maryland State Dept. of Human Resources, Baltimore.
PUB DATE- Nov 84
NOTE- 13p.; For related documents, see CE 044 519-521.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Programs; Adults; *Employment; *Employment Opportunities; *Employment Problems; Employment Programs; *Incentives; Job Training; One Parent Family; Surveys; *Welfare Recipients
IDENTIFIERS- Maryland; *Work Incentive Demonstration Program

A descriptive analysis was made of survey data collected on a sample of Work Incentive (WIN) Demonstration Program clients (i.e., mandatory welfare recipients who are required by law to register for employment and training as a condition of benefit receipt) participating in a special employment and training program called OPTIONS in Baltimore City, Maryland. Focus was barriers to employment for Aid for Dependent Children (AFDC) recipients. The sample consisted of 107 females and 15 males. Data indicated that both situational problems and program-induced barriers contribute to welfare dependency. Almost one-third of the respondents perceived labor force determinants, lack of experience and education as the major barriers. Situational problems revolving around time with children and transportation accounted for 38 percent of perceived problems. For a small minority of the sample, child care was a significant barrier, but clients had definite preferences regarding child care providers. Respondents indicated that these job characteristics are important: job performance, wages, and advancement chances. They said they would not accept minimum wage jobs with no benefits, if welfare, food stamps, and Medicaid were lost. Availability of the AFDC grant and in-kind benefits made a difference in willingness to accept minimum wage jobs. (YLB)

ED 270 600 CE 044 547

Meyer, Calvin F.; Benson, Robert T.
V-TECS Guide for Industrial Maintenance Mechanic.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 86
NOTE- 592p.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Building Operation; Carpentry; Competency Based Education; Electricity; *Equipment Maintenance; *Equipment Utilization; Hand Tools; Hydraulics; *Machine Repairers; Secondary Education; Supervisory Methods; *Trade and Industrial Education; Welding
IDENTIFIERS- Pneumatics; *Power Tools

This guide is intended to assist vocational teachers who are teaching a course in industrial machinery maintenance and repair; electromechanical, hydraulic, and pneumatic instrument repair; or building maintenance. Addressed in the individual units of the course outline are the following topics: assembling and disassembling machine mechanisms; installing and removing machinery; maintaining and repairing hydraulic systems, heating/cooling devices, boilers, and tractors and trucks; inspecting and repairing cranes and elevators; performing electrical, carpentry, welding, drill press, grinding, milling, turning, and shaping and cutting operations; working metal with hand or power tools; inspecting and troubleshooting equipment; and supervising maintenance and repair functions. Each unit is divided into subsections covering one specific duty. Each of these subsections contains some or all of the following: a duty statement, performance objective, task statement, task conditions, standard and source for the standard, performance guidelines, enabling objectives, learning activities, resources, evaluation questions, and answers. Appendixes include lists of duties and tasks, tools and equipment, and sources of standards; definitions of terms; 14 references and a 44-item bibliography of state-of-the-art literature; and information sheets on counterboring, countersinking, spot-facing, drilling, reaming, honing, tapping, and changing coolants. (MN)

ED 270 626 CE 044 585

Riis-Jorgensen, Karin
Equal Opportunities and Vocational Training. Qualifications and Educational Needs of Co-Working Spouses of Owners of Small and Medium-Sized Enterprises.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-4011-1
PUB DATE- 84
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; Educational Opportunities; Employment Patterns; *Enrollment Influences; Enrollment Trends; *Entrepreneurship; Equal Education; *Females; Foreign Countries; Participation; Postsecondary Education; Qualifications; Rural Areas; Rural Education; *Small Businesses; *Spouses
IDENTIFIERS- Belgium; Denmark; France; Italy; West Germany

A study examined the training needs of women working in moderate-sized enterprises owned by their husbands. Information collected from interviews with spouses of business owners in Belgium, Denmark, the Federal Republic of Germany, France, and Italy confirmed the original hypothesis that in the kind of enterprise studied it is the man who owns the business and the wife who assumes various duties without having the necessary training. In Belgium, Denmark, West Germany, and France special educational opportunities, consisting mainly of courses in administrative functions, were available for the co-working spouse. Although actual statistical data were not available, the consensus among the co-working spouses interviewed was that they do not avail themselves of existing educational opportunities to a satisfactory extent. Reasons cited for failure to participate in available educational programming included lack of time, distance to school or college, time and form of courses, price, course content, and attitudes toward education. The general picture concerning the role of the children in these enterprises was that they do not wish to follow in their parents' footsteps. (Appended to this report is a discussion of the treatment within the European community of the educational situation of co-working wives of business owners in rural communities.) (MN)

ED 270 666 CG 019 119

Suggs, Patricia K.; Kivett, Vira R.

Perceptions of Life Changes: An Alternate Measure of Aging through Time.

SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.

REPORT NO.- NCARS-13822

PUB DATE- Nov 85

NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aging (Individuals); Family Relationship; *Life Satisfaction; *Older Adults; Physical Health; *Self Evaluation (Individuals); Well Being

IDENTIFIERS- *Life Span; *Retrospective Studies (Psychology)

Retrospective strategies measuring perceived life changes over time can further the advancement of life span developmental research. Researchers have neglected the individual's perception of his/her life changes over time. This study attempts to determine discriminators of change over time as operationalized by perceptions of change. Subjects (N=321) were adults, 65 years and older living in a rural area who were administered a 141-item questionnaire covering general information, work, retirement, income, health, family, activities, roles, and subjective well-being. Perception of life changes was measured by the way in which older adults perceived their life situation over time. Results showed that perceptions of change in life satisfaction among older adults could be classified as either better or worse according to a combination of physical and social variables. Good health, possession of a confidant, sufficient income, and filial association were factors which distinguished positive and negative aging. Methodological outcomes of this study suggest the utility of retrospective strategies as a cost effective measure and a reliable alternative to longitudinal research for the determination of life changes. (Study data tables are appended.) (ABL)

ED 270 766 CS 209 812

Buddenbaum, Judith M.
Predicting Religion Reporters' Use of a Denominational News Service.
PUB DATE- Aug 86
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Credibility; Journalism; News Media; *News Reporting; News Writing; *Religion; Religious Differences; Religious Factors
IDENTIFIERS- Editorial Policy; *Lutheran World Information Service; *News Reporters; News Sources; Religious News

A study explored whether religion--both that of the reporter and that of the audience--has an impact on news judgment. The news service used was the Lutheran World Information (LWI). Religion writers and editors for the 42 daily newspapers that receive the Lutheran World Information weekly news packets were surveyed by telephone. Completed interviews were obtained from 35 respondents, who indicated their definition of religion news, their preference for stories about certain types of religion news, their use of LWI news, and their evaluation of the LWI news service according to a number of journalistic criteria. Results suggest that use of a particular religion news source depends for the most part on the news judgment of the religion writers and editors and on characteristics of the situation in which they work. The data indicate that the strongest predictor of use is the religion journalists' belief that the news source is an accurate source of information. Although the extent to which personal beliefs influence story preference and perception is beyond the scope of this study, it does seem to indicate that the question of whether a religious or a nonreligious person should cover the news may be too simplistic. (DF)

ED 270 780 CS 209 838

Ogan, Christine L.; Kelly, James D.

Time and Money Spent on the Mass Media in an Age of New Communication Technologies: A Market Study.

PUB DATE- Aug 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; *Expenditures; *Leisure Time; *Mass Media; *Media Research; Microcomputers; Social Change; *Sociocultural Patterns; Socioeconomic Influences; Television; *Use Studies; Videotape Cassettes; Videotape Recorders
IDENTIFIERS- Market Research; *Media Use; Satellite Dishes

A study surveyed 276 residents of Indianapolis, Indiana to determine how the people might be changing media use and spending habits in a time of growing interest in video cassette recorders (VCRs), backyard satellite dishes, pay-TV, and personal computers. Questions were designed to determine the degree to which people would buy into the new technologies without dropping interest or money spent on the old ones, and whether people who bought a VCR, for example, would drop their cable subscription, or their Home Box Office (HBO) or Showtime services. Results found little impact of the new technologies on the expenditure of time or money. No relationship between the time and money spent with media was found, except for the people who reported having the lowest income. Low income respondents spent the largest percent of their income on mass media and also spent the largest amount of time with the media. Penetration of the new technologies into this market was found to be similar to national statistics--almost one-third of the respondents owned VCRs and about 17% owned computers. (HOD)

ED 270 795 CS 209 874

Barber, John T.
A Content Analysis of Press Portrayal of Black and White U.S. Representatives from 1979 to 1983.
PUB DATE- Aug 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Blacks; Comparative Analysis; Content Analysis; *Legislators; *Media Research; *Newspapers; *News Reporting; Press Opinion; Racial Differences; *Whites
IDENTIFIERS- *Political Communication

Content analysis was employed in an examination of nine major metropolitan daily newspapers to determine how they portrayed both black and white members of the United States House of Representatives from 1979 to 1983. Specifically, the study examined the amount of coverage given to a sample of 16 black and 16 white representatives, the way articles about these members were displayed in the papers, how the personal and political attributes of each were reported, and how often they were quoted on a broad range of topics. Relationships were then determined between the portrayal variables and race and which race received favorable or unfavorable treatment. Overall, the analysis revealed that the newspapers studied reported on black and white representatives in a nondiscriminatory fashion in the majority of portrayal dimensions measured. Significant variance associated with race was found, however, in press portrayal of black and white representatives in the areas of amount of coverage, placement of names, several areas of political leadership qualities, and frequency of quotation. (Author/FL)

ED 270 809 CS 209 908

Brown, Karen F.
The "Oklahoma Eagle": A Study of Black Press Survival.
PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Businesses; Black Employment; Journalism; *Newspapers; Publications; Publishing Industry
IDENTIFIERS- Family Owned Businesses; *Goodwin (Edward Lawrence); Journalism History; News Reporters; *Oklahoma Eagle

Analyzing the history of the "Oklahoma Eagle" provides insight into the problems and the opportunities involved in operating a black newspaper and reveals the factors responsible for the paper's longevity. The paper has been owned and operated by members of the Edward Lawrence Goodwin family since 1938 and has been staffed by excellent journalists over the course of the years. A review of copies of the "Eagle" from the last 9 years reveals a number of consistencies. The paper was normally neat and well edited, and contained many ads, particularly in the 1970s. Generally, the paper provided significant news. A member of the Goodwin family listed five factors that have enabled the paper to survive: (1) quality staff; (2) advertising success; (3) size of community; (4) sound relations with the community; and (5) family commitment. Eight years have passed since the death of E. L. Goodwin, and the family-owners have undertaken changes, but they have yet to find solid management footing. The problems of the "Eagle" are typical of the Black press today, and other papers may benefit from the "Eagle's" experience. (DF)

ED 270 823 CS 209 941

Cooper, Charles R., Ed.; Greenbaum, Sidney, Ed.
Studying Writing: Linguistic Approaches. Written Communication Annual: An International Survey of Research and Theory Series, Volume 1.
REPORT NO.- ISBN-0-8039-2372-4
PUB DATE- 86
NOTE- 272p.
AVAILABLE FROM- Sage Publications, Inc., P.O. Box 5024, Beverley Hills, CA 90210 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Cognitive Processes; Content Analysis; *Discourse Analysis; *Linguistics; Models; Schemata (Cognition); Writing Processes; *Writing Research; *Written Language
IDENTIFIERS- Speaking Writing Relationship

In addition to presenting the results of analyses of written texts from a linguistic perspective, this book proposes productive methods for discourse analysis and identifies new directions for work on written communication. The studies presented in the book illustrate the importance of text linguistics and discourse analysis for research on written communication. They also illustrate the value of analyzing in depth the text characteristics of particular genres, such as news stories, narratives, and problem solutions. The eight chapters and their authors are as follows: (1) "Writing in the Perspective of Speaking" (Wallace Chafee); (2) "On the Dynamics of Written Communication in the Light of the Theory of Functional Sentence Perspective" (Jan Firbas); (3) "Given and New Information and Some Aspects of the Structures, Semantics, and Pragmatics of Written Texts" (William J. Vande Kopple); (4) "Writing Processes and Written Products in Composition Research" (Stephen P. Witte and Roger D. Cherry); (5) "News Schemata" (Teun A. van Dijk); (6) "Overlapping Patterns of Discourse Organization and Their Implications for Clause Relational Analysis in Problem-Solution Texts" (Michael Hoey); (7) "The Discourse Status of Commentary" (Chaim Rabin); and (8) "Cognitive Models and Discourse Analysis" (Carl H. Frederiksen). (HTH)

ED 270 877 EA 018 562

Osman, Jack W.
Revenue and Expenditure Projections for California K-12 Education, 1985-86 through 1989-90. Revised.
California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Berkeley, CA.; Stanford Univ., Calif. School of Education.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-PP85-3-1R
PUB DATE- Nov 85
NOTE- 57p.
AVAILABLE FROM- Publication Sales, PACE--Policy Analysis for California Education, 3659 Tolman Hall, Department of Education, University of California, Berkeley, CA 94720 ($3.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Improvement; Elementary Secondary Education; Expenditures; *Finance Reform; *Government School Relationship; Needs Assessment; Politics of Education;

School Demography; *School Support; *State Aid; Teacher Student Ratio
IDENTIFIERS- *California

This study's investigator concludes that expenditures for elementary and secondary education in California must rise by 59 percent by the end of the decade to maintain the present level of per student spending and to meet forecasted educational improvement needs. Revenue funding and demographic projections presented indicate inadequate revenues for improvements. Key factors discussed and presented in tables are population, student enrollments, personal income, and inflation. The report evaluates all governmental revenue sources, noting that real revenues per student have increased only 12.7 percent during the last decade and that the purchasing power of K-12 revenues has declined. State revenues supply a majority of K-12 dollars, but revenues derived from personal income have dropped 29.1 percent, reflecting a national trend. Public school enrollments are projected to grow yearly through 1990. The report argues that this larger student population will require a significant increase in number of teachers to maintain the national average pupil-teacher ratio of 17.1 to 1. Alternative funding scenarios are considered and rejected as unlikely. The conclusion is that a demand for educational improvements in the form of real tax revenues per capita will not occur, nor will competing revenue demands from other state programs diminish. (CJH)

ED 270 903 EA 018 694

Grant, W. Vance; Snyder, Thomas D.
Digest of Education Statistics, 1985-86. 22nd Edition.
Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- OERI/ED-CS-86-400
PUB DATE- Feb 86
NOTE- 288p.; For 21st edition, see ED 244 402.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 065-000-00263-9, $13.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Adult Education; Degrees (Academic); Dropout Rate; Educational Attainment; *Educational Finance; Educational Trends; Elementary Secondary Education; Employment Level; *Enrollment; Federal Programs; Higher Education; *Institutional Characteristics; International Education; Library Statistics; Microcomputers; National Norms; Postsecondary Education; Preschool Education; Private Schools; Public Schools; *School Demography; School Holding Power; *School Statistics; Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Teacher Characteristics; Vocational Education

This document, consisting of 6 chapters, 12 figures, and 195 tables, provides large amounts of statistical data on most aspects of United States education, both public and private. The chapters cover (1) all levels of education, (2) elementary and secondary education, (3) college and university education, (4) adult and vocational education, (5) federal programs for education and related activities, and (6) special studies and statistics related to American education. Information is contained on a variety of subjects including the number of schools and colleges, teachers, enrollments, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Included among the data appearing for the first time in the document are the following: the total number of participants in the educational process, average number of Carnegie units earned by recent high school graduates, course requirements for high school graduation, expenditure per pupil in public schools, full-time instructional staff in institutions of higher education, earned degrees conferred by discipline, packages of student financial aid, Department of Education outlays, and the number of elementary and secondary schools using microcomputers. A short introduction points out major findings, and each chapter has a brief overview of significant trends. An index is included. (MLF)

EC

ED 270 917 EC 182 914

Yoder, Paul Jordan
Maternal Attributions of Communication in Dyads with Handicapped and Nonhandicapped 11-Month-Olds. Final Report.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 85
NOTE- 167p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill.
GRANT- 300-82-0366; G008430019
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Attribution Theory; *Communication Skills; *Disabilities; Infants; *Interaction; *Mothers; *Parent Child Relationship

The frequency and nature of maternal attributions of communication in dyads with 16 11-month old handicapped infants were examined. For some aspects of the study the experimental group was compared with a control group of 16 dyads in which the same-age infants were not handicapped. The study addressed four major purposes: (1) to compare groups on the frequency of maternal attributions of communication; (2) to compare explanatory models for within-group variance on frequency of maternal attributions; (3) to test the relation of infant and maternal factors on the types of behavior that mothers of handicapped children called communicative; and (4) to describe the maternal elicitations and responses to those behaviors. Structured assessment procedures and behavioral coding of free play sessions were used in two studies. Among results were indication of group differences in the total occurrence of three of four potentially communicative infant behaviors; no group difference in the frequency of maternal attributions of communication; a positive within-handicapped sample relation between degree of handicap and maternal tendency to attribute; and a positive within-handicapped sample relation between degree of handicap and maternal responsiveness to communicative behaviors. Results challenge the assumption that mothers of handicapped children respond less frequently to their infants than do other mothers. (CL)

ED 270 932 EC 182 932

Programs Demonstrating Model Practices for Integrating People with Severe Disabilities into the Community.

Syracuse Univ., NY. Center on Human Policy.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 25p.; A part of the Community Integration Project. For related documents, see EC 182 931-933.
CONTRACT- 300-85-0076
AVAILABLE FROM- Center on Human Policy, 123 College Place, Syracuse University, Syracuse, NY 13244-4130 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Attitudes; *Community Programs; *Community Resources; *Community Services; *Demonstration Programs; Interpersonal Competence; *Normalization (Handicapped); Placement; *Severe Disabilities

Sixty-five model programs striving to integrate people with severe disabilities into their natural communities were nominated and screened via interviews, site visits, and comparison with eight principles of community integration including family scale community living arrangements, consumer and parent involvement, and development of community living skills. The resulting 41 programs are summarized in terms of services, population, and contact persons. Programs are organized according to state and regional systems, residential services, family support services, and vocational services. (CL)

ED 270 572 CE 044 502

Call for Papers. Correctional Education Association International Conference (39th, Philadelphia, Pennsylvania, July 1-4, 1984).
Correctional Education Association.
PUB DATE- 84
NOTE- 152p.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Certification; *Correctional Education; Criminals; *Emotional Disturbances; *Fiction; Followup Studies; *Functional Literacy; Microcomputers; *Older Adults; Postsecondary Education; Prisoners; Psychopathology; Remedial Reading; Sentence Structure; Social Networks; Special Education; Vocational Education

Authors and titles of the 15 papers in this volume are as follows: "A Follow-up Study of Vocational Education Graduates from the Ohio Central School System during Fiscal Year 1979" (Earl R. Schaeffer, Theodore P. Shannon); "Legal and Policy Dimensions of Functional Illiteracy among Post-Secondary Inmate Students" (Paul Moke, Jarrell Holloway); "Post-Secondary Correctional Education Programs: The Nature and Benefit of Higher Education for Adult Inmate-Students in the United States" (Ken Peak); "The Higher Educator Immersed in Correctional Basic Education" (Roderick R. Rolston); "Approaches to Teaching Remedial Reading Skills to the Adult Learner" (Herman Lee); "Scissors for Prisoners--Implementing a Professional Certification Program in a Correctional Setting" (Bruce Hobler); "Correctional Education's Bottom Line" (Douglas H. Jones, Charles J. Murray, A. Gregory Norcott); "Microprocessors as Educators' Partners" (M. G. Neithercutt, B. G. Carmichael); "Special Education Teachers in a Correctional Setting: Facing the Challenge" (Bruce I. Wolford, John Platt); "An Inventory for Identifying Aggressive Emotionally Disturbed Incarcerated Youth" (Ronald E. Fritsch); "Psychopathic Behavior and Issues of Treatment" (Robert J. Smith); "Inmate Social Systems versus Correctional Treatment Programs: The Paradox of Their Coexistence" (Paul M. Sharp, Barry W. Hancock); "The Criminal as Hero in American Fiction" (Teresa Godwin Phelps); "Forgotten People: Elderly Inmates and Examination of Inmate Profile, Needs, and Program Recommendations" (Gennaro F. Vito, Deborah G. Wilson); and "Sentence Structure of College and Non-College Inmates" (Gilda Moss Haber). (SK)

ED 270 680 CG 019 134

Magyar, Linda F.
The Effect of Intervention Programs on the Drop-out Rate of Students at Lincoln High School in Stockton, California.
PUB DATE- 5 May 86
NOTE- 82p.; Requirements for Bachelor of Science degree, University of San Francisco.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropout

Research; High Schools; *High School Students; Intervention; *Job Training; *Program Effectiveness
IDENTIFIERS- *Job Trainng Partnership Act 1982

This document presents a study of the effectiveness of the Job Training Partnership Act program Project STAY, designed to impact the dropout problem in Stockton, California area high schools. A literature review discusses dropout characteristics, schools that dropouts leave, employment opportunities for the general population and for dropouts, personal consequences of dropping out, economic risk to California from dropouts, the cost of illiteracy, and the Job Training Partnership Act. The methodology of the study is explained. Results are discussed in terms of demographics, grade point average and attendance correlation, overage correlation, competencies mastery, age/career maturity correlation, job placement percentage, academic credit demographics, and a 1984-85 follow-up study. It is concluded that the program failed to effect long-term dropout prevention but was successful in teaching job readiness skills. The appendices include students' training tests, statistical results of the study, and program descriptions. (ABL)

ED 270 708 CG 019 165

Thompson, G. Sue

Anorexia Nervosa/Bulimia: The Teenager's Dilemma.

PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Anorexia Nervosa; *Bulimia; *Clinical Diagnosis; Females; History; *Identification; Secondary Education; Teacher Role

Anorexia nervosa and bulimia are currently being studied with great intensity by the medical profession. Anorexia nervosa was first described in the medical literature in 1868, but was considered a rarity until the late 1930's. Bulimia was not identified in the medical literature until 1979. Recent studies suggest that approximately five percent of the female teenage population experience anorexia nervosa. Although the nature of the illnesses prohibits the availability of reliable epidemiological data, it appears that eating disorders in all categories are increasing. The characteristics of eating disorders offer non-verbal signals to the problem long before clinical conditions are manifested. These signals include an obsession with thinness and a denial of feelings of hunger, satiety, fatigue, and physical pain. Clinical characteristics and indices of eating disorders are numerous. Clinical characteristics can be categorized under the headings of: (1) general/biological; (2) emotional/psychological; (3) familial; (4) social; and (5) physical symptoms. The goal of treatment for eating disorders is to return the body to a state of biological normalcy and to help the patient generate positive self-esteem. Educators should understand the complexity of anorexia nervosa and bulimia and be alert to their signals. Teachers can help students develop higher self-esteem, and home economics teachers and coaches can teach students about the energy values of food. Finally, educators should be prepared to refer students to support groups and physicians when needed. (NB)

ED 270 722 CS 008 459

Karbon, Jacqueline C.
An Investigation of the Relationships between Prior Knowledge and Vocabulary Development with Culturally Diverse Students.
Wisconsin Center for Education Research, Madison.
PUB DATE- Nov 82
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Blacks; Comparative Analysis;

*Cultural Background; Grade 6; Intermediate Grades; *Prior Learning; *Reading Research; Retention (Psychology); Schemata (Cognition); Whites
IDENTIFIERS- Menominee (Tribe); *Semantic Mapping

Using a semantic mapping technique for vocabulary instruction, a study explored how children of diverse groups bring different cultural backgrounds and prior knowledge to tasks involved in learning new words. The study was conducted in three sixth-grade classrooms--one containing rural Native American (especially Menominee) children, another containing inner-city Black children, and the third containing suburban Caucasian children. The 20 words chosen for semantic mapping instruction were chosen from four categories: animals, recreation, health care, and environment. It was anticipated that the subjects would learn the vocabulary words by relating the target words to words already in their vocabularies. One 30-minute semantic mapping vocabulary lesson was taught each of four days. Analyses were done through interview procedures designed to examine the linkages between cultural background, prior knowledge, and the acquisition of new vocabulary. Measures of dominance indicated that (1) Caucasian subjects offered the highest average number of categories per map on all maps, and the highest average number of words on all but the health care map; (2) Black subjects offered the lowest average number of categories on all maps, and the lowest average number of words on all but the environment map; and (3) Native American subjects offered the highest number of words on the health care map, and the lowest average number of words on the environment map. (Appendixes include the semantic maps, the validation test and directions for administration, a sample lesson plan for animals, the interview protocol, and the retention test.) (HOD)

ED 270 737 CS 008 484

dePillis, S. E.; Singer, Harry

Reading Achievement of German and American Females and Males at the Fourth and Sixth Grade Levels.
PUB DATE- Dec 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Reading Conference (35th, San Diego, CA, December 3-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cultural Influences; Elementary Education; *Females; Grade 4; Grade 6; *Males; Reading Ability; *Reading Achievement; *Reading Research; *Sex Differences
IDENTIFIERS- Americans (United States); Germans

A study examined whether the female superiority in reading achievement that exists in the United States is duplicated in a population that is genetically similar but culturally different from that of the United States. A sample of 4th and 6th grade students from Bielefeld, West Germany, and a sample of 4th and 6th grade students from Rialto, California, completed two different objective reading tests. Each group of subjects completed one test originally written in its native language and one test translated from the language of the other group of school children. Comparisons of reading achievement of American and German fourth and sixth graders revealed that American females achieved significantly higher scores than did American males in the sixth grade. However, German females and males do not significantly differ in reading achievement at the fourth or at the sixth grade level. These results suggest that females do not have superior verbal ability and that cultural rather than biological factors account for the high reading achievement of American females. (DF)

ED 270 752 CS 209 771

Pavlik, John V.
Simulator: A Pilot Interactive Simulation Program for Use in Teaching Public Relations.

PUB DATE- Aug 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Educational Media; Higher Education; Human Services; Publicity; *Public Relations; Simulation; *Teaching Methods

An interactive simulation program was developed for use in teaching students how to handle public relations problems. The program user is placed in the role of assistant newsletter editor, facing a series of decision-making situations. Each choice the user makes affects the subsequent reality created by the program, which is designed to provide (1) a high degree of movement for the student user, (2) first-hand experience with high technology, and (3) a novel way of learning and applying course material in a realistic manner. The "Simulator" program was tested with two groups of students at the Pennsylvania State University in 1985. Students who used the program then completed a survey to help evaluate the effectiveness of the program. Results indicated that student users found the program interesting and educational. Although there are limitations to this type of computer assisted learning, it has the potential of making great contributions to public relations education. (DF)

ED 270 850 EA 018 528

Gibbens, Trevor P.
The Administrative Impact of Computers on the British Columbia Public School System.
PUB DATE- 86
NOTE- 287p.; Master's Thesis, University of British Columbia.

LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Centralization; *Computer Managed Instruction; *Computers; Data Collection; *Educational Administration; *Educational Policy; Elementary Secondary Education; Foreign Countries; Government School Relationship; Information Processing; *Management Information Systems; Organizational Communication; Public Schools; State School District Relationship
IDENTIFIERS- British Columbia

This case study analyzes and evaluates the administrative computer systems in the British Columbia public school organization in order to investigate the costs and benefits of computers, their impact on managerial work, their influence on centralization in organizations, and the relationship between organizational objectives and the design of computer systems. The study is based on (1) analysis of past and present policy developments, (2) interviews with 23 educational administrators at the provincial, district, and building level, and (3) interviews with representatives of educational agencies and the commercial sector. Findings suggest that the use of computers at all levels of the school system leads to increased control at each of those levels, but that the largest increase in control accrues to the Ministry of Education. Highly computer-dependent monitoring systems, in the form of a Planning, Programing and Budgeting System (PPBS), along with provincial examinations and achievement tests, are the chief vehicles of control. Barriers to the design and implementation of a provincially distributed data processing system in British Columbia include (1) hardware and software incompatibility among districts and between districts and the Ministry of Education; (2) lack of a firm ministry commitment to standardization, resulting in redundancy and duplication of services; (3) school district resistance to central direction in data processing; and (4) financial constraints. Parallel to, but unconnected with this project, teacher and school trustee organizations also introduced new central office systems, using computerization to reduce expenditures and increase organizational control. A glossary, a bibliography, and seven appendixes are included. (TE)

ED 270 864 EA 018 544

Harris, Christopher

Educational Policy and the Two Major Approaches to Disaster Relief in the Third World.

PUB DATE- 22 Nov 85

NOTE- 49p.; Paper presented at the Northeast Regional Meeting of the Comparative and International Education Society (Weston, MA, November 22, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Development; *Developing Nations; Earthquakes; Ecological Factors; *Emergency Programs; *Foreign Countries; Foreign Policy; Humanitarianism; Living Standards; *Natural Disasters; Revolution; Role of Education; Self Determination; Social Change; Social Problems; Social Systems; *Sociocultural Patterns; Technical Assistance

In this paper, two major schools of thought regarding disaster and disaster assistance are identified and examined in order to bring to light their underlying assumptions about assistance and development in the Third World. The first section discusses the context of the problem, citing figures and presenting charts to illustrate the scope and extent of recent disasters throughout the Third World. In the remaining two sections, each of the two approaches to disaster assistance is reviewed. The first approach is that of the human ecologists, who examine the human response to disasters, presenting models of purposeful and nonpurposeful responses within a cultural context. This group emphasizes factors important to the response of the system to stress, rather than factors relating to the cause of that stress. This approach--the dominant school of thought about disaster for decades--focuses on modes of disaster prevention or disaster relief, and as such it places little emphasis on education. The second school of thought, the "marginalists," focus on the underlying causes of large-scale disasters, examining the socioeconomic conditions of a country as they relate to the physical environment. This school, while recognizing the technical and technological contributions of the human ecologists, posits that disasters are not random natural accidents; rather, they are fundamentally tied to both a deteriorating physical environment and oppressive socioeconomic conditions. A five-page bibliography is appended. (TE)

ED 270 948 EC 182 949

Pillsbury, Charles A.; Maitland, Anne M.
California Master Plan for Special Education--An Update.
California State Dept. of Finance, Sacramento.
REPORT NO.- D83-2
PUB DATE- Mar 83
NOTE- 122p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Accounting; *Disabilities; Elementary Secondary Education; Eligibility; Handicap Identification; *Program Costs; School Funds; *Special Education; *State Aid; *State Programs; State School District Relationship
IDENTIFIERS- *California

The report updates aspects of the 1977 report on California's Master Plan for Special Education. Reasons are sought for the intense debate over state funding for special education, which has substantially increased over recent years while special education enrollments have increased only modestly. In visits to nearly 100 local education agencies, the study team found that costs charged to special education varied dramatically, apparently as a result of accounting rather than program differences. Analysis of special education costs revealed a low degree of compliance with established guidelines for school accounting. Problems brought about by using the reported costs of special education for 1979-80 as the basis for funding special education are explored. Analysis of six districts was undertaken to examine equity among districts. It is concluded that the state's special education program is adequately funded to pay for actual costs. Difficulties with California's lack of specific eligibility criteria, and confusion over learning disabilities, are discussed. The need for standardized procedures and program coordination are emphasized. Among recommendations offered are that the State Department of Education should adopt clear and consistent standards for the accounting of expenditures in special education programs. The Master Plan for Special Education, accounting definitions, comments by the Department of Education and a response by the Department of Finance are appended. (CL)

ED 270 614 CE 044 564

Steedman, Hilary; And Others
Trends in Innovation in Continuing Education and Training.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-4403-6
PUB DATE- 84
NOTE- 385p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Continuing Education; Educational Change; Educational Policy; *Educational Trends; *Foreign Countries; Job Training; Postsecondary Education; Public Policy; *Retraining; *Technological Advancement; Trend Analysis; *Unemployment
IDENTIFIERS- Belgium; Denmark; France; Ireland; Italy; Netherlands; United Kingdom; West Germany

This collection includes a series of reports presenting the main results of a project to identify trends in continuing education and training in eight countries throughout Western Europe. The following reports are included: "Synthesis Report," by Hilary Steedman; "Belgium," by staff at the Office National de l'Emploi; "Denmark," by Inger Bruun and Else Koefoed; "Federal Republic of Germany," by Rolf Lindner; "France," by the Agence Nationale pour le Developpement de l'Education Permanente; "Ireland," by Claire Hastings; "Italy," by Fondazione Giulio Pastore; "Netherlands," by G. Van Enckevort and C. J. Snijders; and "United Kingdom," by Karen Evans and Ruth Bennett. Each report concentrates on the following priority areas: innovations in continuing education and training in response to the challenges posed by new technologies; training initiatives, particularly those within companies, to respond to the threat of unemployment; and training innovations to assist the unemployed, particularly those unemployed for more than 1 year. (MN)

ED 270 640 CE 044 603

Kusy, Mitchell Edward, Jr.
The Effects of Types of Training Evaluation on Support of Training among Corporation Managers. Training and Development Research Center Project Number Twelve.
Minnesota Univ., St. Paul. Dept. of Vocational and Technical Education.
PUB DATE- Jul 86
NOTE- 191p.; Doctoral dissertation, University of Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Demography; *Educational Attitudes; Evaluation Criteria; *Evaluation Methods; *Industrial Training; *Managerial Occupations; Pilot Projects; Postsecondary Education; *Program Evaluation; *Training Methods

A study compared various types of training evaluation methods to determine which method elicited the greatest management support of the training function among corporate managers. A case study approach was used to compare four training evaluation methods: reaction, learning, behavior, and results. The study population consisted of 90 part-time Master of Business Administration (MBA) students from 4 classes at the College of St. Thomas (Minnesota) and 75 nontraining managers within a national organization, Group Health, Inc., headquartered in Minneapolis/St. Paul. A training evaluation methods survey was used to assess the level of management support of training for each of the four evaluation methods. A statistical analysis of the data on both samples revealed that the results evaluation format received the most support, with progressively less support for the behavior, learning, and reaction evaluations. No significant differences were found between the MBA and manager groups. (Appendixes to this report include the survey instrument, copies of cover letters of the survey instruments, scripts describing instructions to study participants, a list of participants in the validity procedure, and scatterplots of the interaction between evaluation type and demographic data). (MN)

ED 270 653 CG 019 106

Burnhill, Michael S.; And Others

Impact of Counseling on Repeated Unplanned Pregnancy and Contraceptive Behavior in Low SES Abortion Population.

PUB DATE- Nov 85

NOTE- 26p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Abortions; Compliance (Psychology); *Contraception; Counseling Effectiveness; *Counseling Services; *Economically Disadvantaged; Family Planning; Females; High Risk Persons; Intervention; *Pregnancy

High numbers of repeat abortions at a medical school clinic prompted clinic personnel to develop an experimental fertility control counseling program. Counseling objectives included the following: (1) to engender rapport and trust; (2) to assess the patient's past contraceptive use and psychosocial history; (3) to improve patient's knowledge of reproduction and contraception; (4) to sharpen decision-making skills; and (5) to discuss any anxiety linked to pregnancy prevention. Subjects (N=200) were Medicaid-paid patients requesting elective pregnancy termination at a New Jersey hospital. Three pirs of counselors who themselves had undergone voluntary abortions were educated in reproductive anatomy, abortion, and contraceptive information and were supervised by an experienced social worker. For control subjects, data were collected at intake and at post-abortion visits. Experimental subjects received identical hospital services but also had five counseling sessions. Counseling sessions dealt with patient's psychosocial situation, abortion decision, contraceptive education, life outlook, relational situation, and contraceptive intentions. Attempts were made to contact subjects about contraceptive use 3 weeks after their procedures and every 3 months thereafter until 15 months post-abortion. Pregnancy rates were found to be high for contacted subjects. Experimental subjects were no more likely to use effective methods than were control subjects. Immediately after abortion, both groups showed increased contraceptive use. One year later, experimental subjects' compliance fell below that of control subjects. Data suggest that subjects move inexorably to using no contraception. No statistical difference in pregnancy rates between groups was shown. Abortion apparently was used as birth control; further research into effective interventions is needed. (ABL)

ED 270 694 CG 019 151

Pate, David J., Jr.; Knight, Susan

Teenage Pregnancy and Primary Prevention: New Approaches to an Old Problem.

PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Attitude Change; *Early Parenthood; *Health Needs; *Males; *Pregnancy; Prevention; Sex Education; Sex Role; *Sexuality

This document describes the Parents Too Soon (PTS) program, a project which integrated a comprehensive array of services for teenagers in an effort to help prevent premature and unwanted pregnancies. Four components of the PTS program are listed: (1) comprehensive family planning medical services including provision of contraceptives; (2) social work counseling and referrals; (3) community outreach on topics related to adolescent sexuality, responsible decision-making, values clarification, and parent-child communication; and (4) a prevention project geared toward males. This paper focuses primarily on the male adolescent sexuality program component of PTS. Efforts to reach adolescents and demographics of adolescents who use PTS services are described. Six objectives of the male sexuality program are listed which deal with various aspects of the adolescent male's health needs and his role as a male in addressing sexual issues in pregnancy prevention. Important aspects of the program which are discussed include community outreach, educational programs, and working with parents of teenagers. Program evaluation is considered and changes in program participants' attitudes and knowledge about their bodies, their sexuality, and how to prevent pregnancy are presented. (NB)

ED 270 837 EA 018 503

Apling, Richard; Padilla, Christine L.

Funds Allocation and Expenditures under the Education Block Grant. A Special Issue Report from the National Study of Local Operations under Chapter 2 of the Education Consolidation and Improvement Act.

SRI International, Menlo Park, Calif.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jan 86
NOTE- 150p.; For related documents, see EA 018 501-506.
CONTRACT- 300-83-0286
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Block Grants; Educational Finance; Elementary Secondary Education; Expenditures; *Federal Aid; *Federal Legislation; Government School Relationship; Resource Allocation; School Districts
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; *National Study of Local Operations under Chapter 2

This document presents the findings from one aspect of the National Study of Local Operations under Chapter 2 of the Education Consolidation and Improvement Act of 1981. The report examines the distribution of funds to school districts under Chapter 2, the federal education block grant. The introductory chapter reviews findings from early studies regarding the fiscal effects of Chapter 2, presents the research questions that motivated the aspect of the study reported here, and discusses the sources of the data used. The remaining chapters describe the distribution of Chapter 2 funds, analyze how districts spent the funds, and explain local spending patterns. The concerns addressed include the relationship of district size to fund allocation, the allocation of discretionary funds, the provision of services to private school students, shifts in fund allocation resulting from the consolidation of funding into the block grant, effects of district size on spending patterns, differences between expenditures for private and public school students, changes in spending patterns resulting from consolidation of funding into the block grant, and the nature of the factors influencing local spending decisions. Appendixes provide error values for the report's tables and a list of antecedent programs consolidated into the Chapter 2 block grant. (PGD)

ED 270 890 EA 018 577

Bradley, Thomas M.

Staff Development on Teacher Time: An Incentive Program.
PUB DATE- 85
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (10th, Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Educational Administration; Educational Change; Educational Improvement; *Peer Teaching; *School Effectiveness; *Staff Development; Teacher Administrator Relationship

Effective schools research offers administrators evidence of teaching methods that enhance student achievement; imparting this knowledge to faculty through staff development is essential. A solution to the problem of interrupting classroom time for staff development is to utilize teacher time in a nonthreatening method that is collegial in nature. Evening workshops taught by peers have been attractive to teachers in an Illinois school district. Salary schedule credit is an incentive for faculty to participate on their own time. A list of 17 other incentives is given, ranging from material rewards to peer recognition. In the school district described, workshops focus on classroom instructional skills. Examples of successful peer-taught workshops include introduction to computer-assisted instruction and classroom application, competency-based learning, and teacher expectations and student achievement. (CJH)

ED 270 933 EC 182 934

Hadley, Marilyn; And Others

Technical Assistance Project to Improve Implementation of Public Law 89-313 in the State of South Dakota. Yearly Report, July 1, 1983-August 31, 1984.

South Dakota Univ., Vermillion. School of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 85
NOTE- 56p.; This report was prepared under the auspices of the Division of Education Section for Special Education by the South Dakota Public Law 89-313 Projects: 1983-1984.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; *Disabilities; Elementary Secondary Education; Federal Programs; *Program Descriptions; Special Education; *State Programs
IDENTIFIERS- *Public Law 89 313; *South Dakota

The report summarizes the projects conducted by 16 agencies in South Dakota using P.L. 89-313, which ammended Title I of the Elementary and Secondary Education Act. Each of the projects is reviewed in terms of title; specific state agency; location; type and number of children served; project background, goal, and objectives; methodology; and evaluation. Projects include computerizaton of an educational resource center, on-the-job-training, preschool services for handicapped children, efforts to increase social and interpersonal relationships, an alternative to residential treatment via home-school services, reintegration of severely multiply handicapped students, and an attempt to improve the instrumental use of language through signing. (CL)

ED 270 587 CE 044 525

Provide Instruction for Slower and More Capable Learners. Second Edition. Module C-14 of Category C--Instructional Execution. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-206-6
PUB DATE- 86
NOTE- 32p.; For related documents, see ED 266 320-321, ED 267 277, and ED 269 616.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Check Lists; Classroom Techniques; *Cognitive Style; Competency Based Teacher Education; Instructional Development; Learning Activities; Learning Modules; *Learning Problems; Lesson Plans; Postsecondary Education; Records (Forms); Secondary Education; *Slow Learners; Student Evaluation; Student Needs; *Teacher Education; Teaching Methods; *Vocational Education; Vocational Education Teachers

This module, which is one in a series of 127 performance-based teacher education learning packages focusing upon specific professional competencies of vocational teachers, deals with planning instruction for students who have differing learning rates and capacities. Addressed in the individual learning experiences included in the module are the following topics: the characteristics of slower and more capable learners; procedures for planning instruction to meet students' individual needs; techniques for teaching slower learners (including providing drill and practice opportunities, teaching visually, relating real experiences to classroom instruction, using a physical approach, and developing a reward system); and methods for teaching more capable learners (keeping students challenged and maintaining high expectations, using discovery techniques, and involving students in activities that stimulate the development of creativity and communication skills); and developing a lesson plan for and actually providing instruction to vocational students with different learning speeds and abilities. Each learning experience includes some or all of the following: an overview, an enabling objective, instructional text, one or more learning activities, a feedback activity, and model answers to the feedback activity. (MN)

ED 270 601 CE 044 548

Russ-Eft, Darlene F.; And Others
Identification of Issues in Adult Basic Education. Technical Report No. 1.
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS. AGENCY- National Center for Education Statistics (DHEW), Washington, D.C.
PUB DATE- Dec 79
NOTE- 187p.
CONTRACT- 300-78-0150
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; Adult Students; Annotated Bibliographies; Educational Media; *Educational Needs; Educational Philosophy; *Financial Support; Futures (of Society); Information Sources; Lifelong Learning; Literacy Education; Needs Assessment; Older Adults; Participant Characteristics; Participation; *Program Content; *Program Development; School Holding Power; *Student Characteristics; Student Evaluation; Student Recruitment; Teacher Education; Vocational Education

This report summarizes the major literature dealing with the following major issues in adult basic education (ABE): target and demand populations (size, characteristics, and subgroups of the ABE population and the decline in participation); services provided (the purpose of the Adult Education Act, objectives and goals of ABE, problems of recruitment and retention, ABE instruction, counseling services, diagnosis of abilities, methods of credentialing); organization for delivery of services (staff characteristics; use of aides, paraprofessionals, and volunteers; staff training; program location and facilities; coordination of services; evaluation, monitoring, and reporting; and program innovation and improvement); and finance of ABE (lack of commitment; use of limited resources; alternative methods of support; and Federal, state, local, and participant roles). Also provided is a 360-item annotated bibliography of works dealing with the following topics: administration/staffing, ABE, adult competency/adult performance level, aging, information sources, characteristics and disabilities of adult learners, dissemination, evaluation, finance, future issues, government role, history, innovation, instruction and curriculum, international concerns, library programs, lifelong learning, media, philosophy, program planning, literacy, recruitment/retention, research, teacher training, and vocational/occupational training. (MN)

ED 270 627 CE 044 586

Jallade, Jean-Pierre
Alternance Training for Young People: Guidelines for Action.
European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-2870-7
PUB DATE- 82
NOTE- 105p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Planning; Coordination; Educational Cooperation; Educational Policy; *Education Work Relationship; Employment Programs; *Foreign Countries; *Job Training; *Nontraditional Education; Public Policy; School Business Relationship; Secondary Education; Training Methods; *Transitional Programs; Unemployment; *Youth Employment; Youth Programs
IDENTIFIERS- Europe

Alternance training and employment policy should improve youth employment prospects in the European community in three ways. It should enhance young people's employability, improve youth's motivation and clarify vocational options, and better prepare youth to adapt to abrupt changes in job content. Because alternance training is concerned with young people's transition from school to work, the supply of alternance training places should be geared to the number of those leaving the school system. Guidance, acquisition of skills, and social integration are the three primary aims of alternance training. No single formula can be applied throughout the European community to determine who will need alternance training. Training needs must instead be determined on the basis of school experience, employment situation, socioeconomic attributes, and local labor market requirements. Alternance training schemes must combine in-school learning and in-plant experiences in a way that is more than a mere juxtaposition, but is rather mutually reinforcing. For this, the efforts of teachers and trainers must be coordinated and mutually reinforcing as well. (Appendixes to this report include the resolution of the Council of the European Communities on linked work and training for young persons and a list of organizations represented at the European Centre for the Development of Vocational Training Board). (MN)

ED 270 667 CG 019 120

Stetson, Barbara A.; And Others
Coping with High-Risk Drinking Situations: Abusing versus Nonabusing Adolescents.
PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Behavior; *Coping; *Drinking; *Peer Influence; Secondary Education
IDENTIFIERS- *Alcohol Abuse; High Risk Situations

Research on relapse drinking has focused on high-risk drinking situations and strategies for coping with potentially problematic drinking situations among adults. Examination of strategies used by adolescents to resist drinking pressures may help to clarify the developmental process of alcohol consumption. This study examined the coping responses used by adolescents in perceived high-risk drinking situations. Sixty-six adolescents described situations in which it was most difficult to resist drinking. Cognitive and behavioral responses to the perceived high-risk alcohol situations were examined. Abusing and nonabusing adolescents reported similar high-risk drinking situations. The most frequently identified high-risk situations involved direct and indirect pressure from peers. Cognitive and behavioral features of the coping responses employed by adolescents varied significantly as a function of drinking pattern and family history of abuse. Strategies associated with effective coping (not drinking) included defining oneself as a nondrinker, viewing other drinkers negatively, engaging in an alternative activity, and avoiding or limiting direct exposure to the high-risk situations. These findings may give direction to prevention, early intervention, and relapse prevention intervention in the adolescent population. (Author/BL)

ED 270 767 CS 209 814

Lipschultz, Jeremy H.
A Closer Look at Avoidances: Are Readers Different from Nonreaders?
PUB DATE- 4 Aug 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Analysis; *Media Research; *Newspapers; *Reading Habits; *Use Studies
IDENTIFIERS- *Avoidance Behavior; Illinois (South); Media Use; *Readership Analysis; Uses and Gratifications Research

Noting that previous research on avoidance fails to explain adequately the forces behind reading or not reading, a study examined the avoidance gratifications of southern Illinois newspaper readers and nonreaders. Data for the study were collected during the course of a more general newspaper readership survey in Carbondale. In telephone interviews, 408 subjects described their newspaper usage. Almost 15% of the sample identified themselves as not usually reading a newspaper, a figure that nearly tripled when subjects were asked if they had read a paper the day of the interview. Three groups were developed from the responses: nonreaders, casual readers, and regular readers. The groups used a three-point scale to rate 12 avoidance statements, which included the following: (1) reading a newspaper is too time consuming, (2) newspaper stories are biased and untrustworthy, (3) newspapers have too much advertising, (4) most newspaper news has already been heard from other media, and (5) newspapers have little of interest related to daily life. Overall, nonreaders responded with significantly higher levels of agreement to these avoidance statements, education was the only significant demographic variable, and nonreaders tended to have only a high school education or less. Factor structures suggest that different patterns of cognition exist for readers and nonreaders, and that perceptions of newspapers by nonreaders are not as clear as those of readers. (HTH)

ED 270 781 CS 209 846

Jordan, Mike

Founding the "Spokane Press": E. W. Scripps and an Ambitious New Publisher Debated the Issues of Newspaper Journalism.

PUB DATE- Aug 86

NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)

DESCRIPTORS- Advertising; Business Administration; Editorials; *Journalism; *Newspapers; Small Businesses

IDENTIFIERS- *Journalism History; Scripps (E W); *Spokane Press

In the early 1900s, the small, penny newspapers of E. W. Scripps were aimed primarily at working class readers, had a policy of limited advertising, and relied upon circulation to provide the bulk of revenues. The "Spokane Press" was conceived in 1902 with E. W. Scripps, his sister Ellen Browning Scripps, and George Putnam as copartners. The paper was to follow the Scripps plan already established in Cleveland, Cincinnati, St. Louis, Kansas City, San Diego, and Los Angeles. Scripps demanded an aggressive editorial policy and lively news, but permitted no attacks on the competition. Putnam was handed many similar orders, but eventually began to violate them, first by attacking the "Chronicle" in several editorials, and later by expanding the paper to eight pages in order to increase advertising volumes and revenues. Scripps feared this would make the "Press" a carbon copy of the news and editorial policy of the competing Republican, business-oriented Spokane papers, the "Spokesman-Review" and the "Chronicle", which would have destroyed the carefully cultivated distinctiveness of the "Press." Putnam eventually resigned over this issue and Scripps's policies became increasingly unrealistic and unfeasible. (SRT)

ED 270 796 CS 209 876

Lawson, Linda

Progressivism Manifested in the Press: H. A. Chadwick and the "Seattle Argus."

PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Business Responsibility; Conservatism; Editorials; Journalism; *Newspapers; *Opinions; Political Influences; Political Issues; Press Opinion; Social Change; *Trusts (Financial)
IDENTIFIERS- Chadwick (H A); Journalism History; *Progressivism; *Seattle Argus (Newspaper)

H. A. Chadwick bought one-half interest in the Seattle "Argus" in 1894 and through this newspaper expressed the sentiments of the progressive movement of his time, a combination of reform-oriented and conservative forces. The newspaper was only six weeks old and deep in debt when Chadwick took over the editorial duties and he quickly increased circulation through imaginative strategies. The slant of the paper was independent of any political party, though Chadwick freely acknowledged his Republican political ties. Like most Progressives, Chadwick believed that monopolistic trusts were corrupt and ought to be eliminated through legislative action. Newspapers' complicity in this corruption particularly offended Chadwick and he specifically condemned the "Seattle Times" and the "Post-Intelligencer" for carrying blatantly fraudulent advertising. Chadwick also expressed his mistrust of certain religious organizations such as the Christian Scientist Church and the Mormon Church. The "Argus" has been labeled by some historians as conservative, pro-business, and a paper for the wealthy, but the early years of the "Argus" reveal Chadwick as an independent thinker, a social critic, and a reform-minded progressive. One hundred and seven end notes are appended. (SRT)

ED 270 810 CS 209 909

Pettey, Gary R.; And Others
Feeling and Learning about a Critical Event: The Shuttle Explodes.
PUB DATE- Aug 86
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Emotional Response; Higher Education; Information Dissemination; *Information Sources; *Mass Media Effects; *Media Research; *News Media; Newspapers; *News Reporting; Radio; *Television Viewing
IDENTIFIERS- *Challenger (Space Shuttle); Media Role; Media Use

A two-part study investigated the speed with which information about the explosion of the space shuttle "Challenger" was disseminated and the information holding and affect differences associated with different media channels. In the first part of the study, cross-sectional data were collected from 119 college undergraduates within 54 hours of the explosion through means of a questionnaire that asked how they had reacted to the explosion, how they had heard about it, and other pertinent information. In addition, the students completed a general knowledge questionnaire one week later about a variety of news topics and about the space program. In the second part of the study, 40 students were asked to monitor the news on only one of three media--radio, television, or newspapers. Findings showed that television-reliant students were more knowledgeable about the disaster than were newspaper- or radio-reliant students. The television-reliant students also possessed more accurate technical information and were more likely to recall accurately the details of the explosion. A model composed of expertise, diffusion variables, motivational factors, and affective reactions accounted for significant amounts of the total variance in facts recalled. Tables and figures are provided. (FL)

ED 270 904 EC 182 901

Learning Handicapped Delinquents: Oversight Hearing before the Subcommittee on Fiscal Affairs and Health of the Committee on the District of Columbia House of Representatives, Ninety-Ninth Congress, First Session on the Implementation of Public Law 94-142 as It Relates to Learning Handicapped Delinquents in the District of Columbia.

Congress of the U.S., Washington, D.C. House Committee on the District of Columbia.

PUB DATE- 10 Sep 85

NOTE- 737p.; Serial No. 99-9. Parts of the document have small print.

LANGUAGE- English

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Compliance (Legal); Correctional Education; *Delinquency; Federal Legislation; Hearings; *Individualized Education Programs; *Learning Disabilities; *Program Implementation; Secondary Education; *Student Placement; Test Bias

IDENTIFIERS- Congress 99th; *District of Columbia; *Education for All Handicapped Children Act

Proceedings from the September 1985 hearing focus on the implementation of P.L. 94-142, The Education for All Handicapped Children Act, as it relates to learning handicapped delinquents in the District of Columbia (D.C.). Statements are presented from officials of the general accounting office, D.C. public school officials, administrators of D.C. social service agencies, D.C. policymakers, a psychologist, an educator, and an attorney. Among issues addressed are lack of communication among agencies with overlapping responsibilities, the effects of learning disability (LD) on all areas of living, and reports of shortcomings in D.C.'s services to handicapped delinquents (including lack of individualized education programs and inadequate monitoring by public schools). Appended material includes a summary of a study on the link between LD and juvenile delinquency and statements of local parent and advisory groups. (CL)

ED 270 681 CG 019 135

Kilpatrick, Dean G.; And Others

Predicting the Impact of a Stressful Life Experience: Criminal Victimization.

SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Mar 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Society of Behavioral Medicine (7th, San Francisco, CA, March 5-8, 1986).
GRANT- 84-IJ-CX-0039
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Crime; Females; *Rape; Sexual Abuse; Stealing; *Stress Variables; *Victims of Crime; Violence
IDENTIFIERS- *Posttraumatic Stress Disorder

Because violent crime may produce persistent stress-related problems for many victims, it is important to determine what factors best predict development and persistence of stress-related problems. A study was conducted to examine the extent to which development and persistence of Posttraumatic Stress Disorder (PTSD) could be predicted on the basis of the victim's demographic characteristics, objective indicators of the crime's dangerousness, the victim's cognitive appraisal of the crime's dangerousness, the type of crime experienced, and the cumulative impact of crimes occurring throughout the victim's lifetime. Subjects were 295 women who had been victims of one or more crimes of rape, attempted rape, molestation, attempted molestation, other sexual assault, aggravated assault, robbery, or burglary. Objective and subjective indicators of dangerousness were reported for subjects' first victimization, most recent victimization, and worst victimization. For subjects who had experienced more than one crime, a cumulative lifetime index of victimization effects was created. Subjects also reported demographic data and were classified by a clinical psychologist as having had PTSD, never having had PTSD, currently having PTSD, or currently PTSD-free. Analysis of data revealed that: (1) developing PTSD could be predicted by type of crime, objective threat, and cognitive appraisal of threat; (2) rape appeared to be more stressful than other crimes and to have more persistent effects; and (3) type of threat and number of rapes both had a positive cumulative effect on the probability that PTSD would be developed and sustained. (NB)

ED 270 709 CG 019 166

Legal Advocacy and Juvenile Justice: Negotiations with Public Officials over Juvenile Justice Problems.

Illinois Univ., Champaign. Community Research Center.; Youth Law Center, San Francisco, CA.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Aug 83
NOTE- 9p.; For related documents, see CG 019 167-170.
CONTRACT- J-012-81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Advocacy; Child Advocacy; Court Litigation; *Justice; *Juvenile Courts; *Legal Aid; *Social Action
IDENTIFIERS- *Detention; *Negotiation Processes

The Youth Law Center is a public interest law office whose primary activity has been the Juvenile Justice Legal Advocacy Project. The center has developed a specific procedure for investigating and negotiating juveniles justice problems which involves resolution through negotiation without resorting to litigation. Effective advocacy requires research of all applicable laws; meeting with court judges, government officials, and legal services attorneys; and on-site visits to facilities such as jails and detention centers. This project tries to confront problems: (1) affecting the greatest numbers of children; (2) involving the greatest mistreatment of children; (3) whose resolution will have impact beyond the specific problem; and (4) whose resolution can be accomplished in a reasonable amount of time. A series of alternative solutions needs to be developed and advocates need to negotiate with public officials. Litigation should be used only as a last resort since it is often counterproductive. Litigation is the ultimate weapon but must be used sparingly to be effective. (ABL)

ED 270 723 CS 008 463

Stahl, Norman A.; Henk, William A.

Tracing the Roots of Textbook Study Systems: An Extended Historical Perspective. College Reading and Learning Assistance Technical Report 86-02.

Georgia State Univ., Atlanta.
PUB DATE- Feb 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Content Area Reading; Critical Reading; *Educational History; Higher Education; *Learning Strategies; Literature Reviews; Reading Comprehension; Reading Research; *Reading Strategies; Study Habits; *Study Skills
IDENTIFIERS- *SQ3R Study Formula

Francis P. Robinson's 1946 text, "Effective Study," first presented his Survey, Question, Read, Recite, and Review (SQ3R) study system, which is held to be the most widely advocated textbook study system. This paper traces the development of the ideas behind the SQ3R. SQ3R's theoretical foundation began with work in scientific-management, and continued with Seashore's 1939 study of work methods, which deemphasized native intelligence and prompted Robinson to design a higher-level study-skill system. Whipple's 1927 study-skills texts included each of the steps later included in SQ3R, while Kornhauser's 1924 study-skills booklet contained all the basic tenets of SQ3R. Finally, Cole and Ferguson's 1935 "Student's Guide to Effective Study" recommended study rules that stressed (1) surveying the material, (2) attending to graphic and textual aids, and (3) reading carefully, then reciting to assess understanding. Practical application of Robinson's thinking consisted of the logical organization of five distinct study activities, each including between two and seven explicitly identifiable substeps, into a total system of study and the assignment of an acronym. This development of SQ3R served as a capstone for the foundation of research findings and pedagogical practices pertaining to college reading programs of the prewar era. Future study systems, however, will be evaluated against a more sophisticated knowledge base. A seven-page list of references is provided, as well as a diagram of the empirical support of SQ3R and a master list of College Reading and Learning Assistance Technical Reports. (SRT)

ED 270 738 CS 008 490

Brown, Ann L.; Palincsar, Annemarie S.
Guided, Cooperative Learning and Individual Knowledge Acquisition. Technical Report No. 372.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Department of Education, Washington, DC.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 116p.

CONTRACT- 400-81-0030
GRANT- G008400648; HD-05951; HD-06864
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Area Reading; Educational Philosophy; Grade 1; Group Activities; *Learning Processes; *Learning Strategies; Learning Theories; Listening Skills; Peer Groups; *Peer Teaching; Primary Education; Reading Comprehension; *Reading Instruction; Reading Research; Teacher Role; *Teaching Methods
IDENTIFIERS- *Cooperative Learning; *Reciprocal Teaching

Drawing upon Piagetian and Vygotskian developmental theories, philosophical examinations of the nature of argument and explanation, analyses of classroom and Socratic dialogues, and cooperative classroom structures, this paper examines how cooperative learning can influence individual knowledge acquisition. The paper first reviews some of the theoretical claims concerning a variety of group learning procedures and the evidence that supports their efficacy. Claims discussed include the following: (1) group participation aids learning, (2) group settings force learning with understanding and thus produce conceptual changes, and (3) individual thought processes originate in social interaction. The paper then examines a program of guided cooperative learning--reciprocal teaching, which combines expert scaffolding, guided practice in applying simple concrete strategies, and cooperative learning discussions. In particular, the paper explores the impact of the program on the listening and reading comprehension strategies of first grade students. The paper concludes that reciprocal teaching is a successful method of improving both listening and comprehension, and discusses possible extensions of the techniques to instruction in specific content areas. Fourteen pages of references are also included. (FL)

ED 270 753 CS 209 776

Shapiro, Nancy S.
Finding a Frame of Reference: Toward an Analysis of Contextual Elaboration in College Writing.
PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; *Cognitive Development; *College Students; Developmental Stages; *Discourse Analysis; Higher Education; Rhetoric; *Writing Evaluation; *Writing Instruction; *Writing Research; Writing Skills
IDENTIFIERS- *Audience Awareness

A research project investigated the relationship between cognitive development in college students and their rhetorical maturity. Viewing the problem of audience in composition instruction in terms of cognitive development reveals that it may not be enough to tell students that they must consider audience if they do not have the cognitive maturity to act on that instruction, or if they deny the validity of any viewpoint other than their own. Furthermore, audience has different meanings for oral and written communication, with the difference between the two being context--the set of elements held in common between the message generator and the message receiver. The more the two have in common, the more context-dependent the message can be and still be effective, but the less the two have in common, the greater the need for the message to be context-independent. Students most often have to write for a constructed audience and so must construct a context. A measure of context for assessing audience awareness was used to study and evaluate students' writing samples and to analyze the relationship between writing ability and cognitive maturity. (The paper includes a chart of context measure criteria and examples, and three sample student essays.) (SRT)

ED 270 824 CS 209 942

Harris, Muriel
Teaching One-to-One: The Writing Conference.
National Council of Teachers of English, Urbana, Ill.

REPORT NO.- ISBN-0-8141-5188-4
PUB DATE- 86
NOTE- 190p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 51884, $10.00 member, $13.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Conferences; Higher Education; *Individual Instruction; Secondary Education; Teacher Student Relationship; *Teaching Methods; *Writing Instruction; Writing Skills
IDENTIFIERS- Teacher Student Conferences; *Writing Conferences

This book is designed to provide guidance on conference teaching for teachers who have not done much one-to-one teaching, for those who have but are looking for new insights, and for tutors in the writing lab. The first chapter offers a rationale for one-to-one teaching and discusses the role of the conference in teaching writing, what conference talk accomplishes, and the benefits of one-to-one teaching. The second chapter describes the shapes and purposes of the conference--including its goals, tasks, elements, formats, and scheduling--and the roles of the teacher. The third chapter discusses conference activities such as conversation, directive versus nondirective approaches, uses of language and other forms of communication, and conference problems. The fourth chapter offers a diagnosis for teaching one-to-one that isolates the teacher, student, and written product as separate elements. The fifth chapter proposes some strategies for teaching one-to-one, especially strategies for working on rhetorical and composing skills. A discussion on whether grammar can be taught is followed by a consideration of general and specific strategies for grammatical correctness. (Some practice activities for tutor-training classes and some excerpts from conferences are appended.) (SRT)

ED 270 878 EA 018 563

Grossman, Pam; And Others
Curricular Change in California Comprehensive High Schools: 1982-83 to 1984-85.
California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Stanford.; Stanford Univ., Calif. School of Education.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-PP-85-7-4
PUB DATE- Jul 85
NOTE- 63p.
AVAILABLE FROM- Publication Sales, PACE--Policy Analysis for California Education, 3659 Tolman Hall, Department of Education, University of California, Berkeley, CA 94720 ($3.00; quantity discounts).

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Placement Programs; Curriculum Development; Curriculum Evaluation; *Curriculum Research; *Educational Change; *Educational Policy; Educational Trends; *Finance Reform; Government School Relationship; Needs Assessment; Politics of Education; Secondary Education; *Secondary School Curriculum; State Legislation
IDENTIFIERS- *California

Curricular changes among 20 public comprehensive high schools in California from 1982-83 to 1984-85 were analyzed. This report focuses primarily on changes in advanced placement courses in sample schools; it is accompanied by a discussion of policy implications and tables of demographic and course section data. The researchers discovered a substantial increase (34 percent) in advanced placement course sections, with the largest departmental increases occurring in math and science. Home economics and industrial arts offerings have dropped, 21 percent and 16 percent, respectively. Schools with lower parent education (utilized as a proxy measure of socioeconomic status) show the greatest increases in academic offerings. Schools in both high and low socioeconomic status categories display roughly equivalent losses in industrial arts and increases in foreign languages. The pattern of increase in traditional academic offerings indicates that curricular changes are consistent with objectives of recent reform efforts. Policy implications center around the finding that more academic offerings are available to advanced students but that the availability of nonacademic electives for general track students has declined. Also, math and science increases occur during a teacher shortage in those areas. Report findings are placed in the context of a review of related literature. (CJH)

ED 270 891 EA 018 578

Schultz, John M.; Anthony, Deborah L.
Long-Range Strategic Planning: The Rochester Experience.
PUB DATE- 24 Feb 86
NOTE- 6p.; Summary of a paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Administration; *Educational Change; Educational Improvement; Elementary Secondary Education; *Long Range Planning; *Organizational Development; *Planning Commissions; Public Schools; School Community Relationship; *School Effectiveness; Superintendents; Teacher Administrator Relationship; *Teacher Effectiveness; Urban Education
IDENTIFIERS- Rochester Community Schools MI

The administration of Rochester Community Schools (Michigan) initiated a process for long-range strategic planning in 1984, described in this synopsis. Strategic planning is an ongoing, evolutionary process of defining the business one is in or should be in; establishing organizational goals and objectives; and developing and implementing strategies for future goals. The result is a blueprint of how to achieve school district goals and objectives. The plan evolved from existing structures to be congruent with district and community needs. Establishment of a superintendent's cabinet with advisory group was Rochester's only management structural change. Other divisions had advisory councils to assist executive staff. The plan began with creation of the district's guidance system. Ten "Key Result Areas" characteristic of a quality educational institution were developed. Using key areas and the mission statment, the superintendent's cabinet analyzed internal and external factors with potential effects on individuals and programs. Once approved, long-range goals were assigned objectives and strategies. Objectives are evaluated yearly and given a trial period. All staff participate in daily problem solving and operational objectives. As a result, the district can focus on implications of current decisions and identify potential opportunities and problems. (CJH)

ED 270 918 EC 182 915

Finn, David Michael
The Efficacy of Two Treatment Techniques for Children with Spastic Cerebral Palsy as Measured by Electromyography and Thermal Information. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 179p.; Ph.D. Dissertation, University of Alabama.
GRANT- G008430025
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cerebral Palsy; Infants; Motor Development; *Motor Reactions; *Physical Development; *Physiology; Program Effectiveness; Young Children
IDENTIFIERS- *Electromyography; *Skin

Two techniques to normalize muscle tone were evaluated with nine infants and young children with cerebral palsy who were enrolled in the Rural Infant Stimulation Environment (RISE) Program, near Tuscaloosa, Alabama. Electromyography (EMG) and skin temperature data were used to assess the effects of trunk rotation and slow rolling on a ball. EMG effects on muscle relaxation/contraction and thermal information collected by sensors were analyzed. Ss were treated twice a week for 6 weeks. Results indicated that changes in muscle tone, due to either trunk rotation or slow rolling, could be

measured through use of EMG. The change was statistically significant when measured just prior to intervention and immediately thereafter. No significant difference was found on skin temperature readings. EMG did not discriminate between the effects of trunk rotation or slow rolling on a ball. Variables that may have influenced the results are noted, and a 12-page reference list is provided. The appendices describe two aspects of the RISE Computerized Checklist and Curriculum for the Motorically Delayed/Impaired Child (selected assessment components and selected curricular activities); the appendices also include demographic data and the Movement Assessment of Infants. (CL)

ED 270 573 CE 044 503

Littlefield, John F., Ed.
"Call for Papers." International Correctional Education Conference

(40th, Atlanta, Georgia, July 14-17, 1985).
Correctional Education Association.
PUB DATE- Jul 85
NOTE- 75p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Behavior Change; *Correctional Education; Delinquency; *Group Therapy; High School Equivalency Programs; *Learning Disabilities; *Literacy Education; Prisoners; *Running; *Social Adjustment

These proceedings contain four papers. In "Identifying Learning Disabilities in Correctional Facilities," Ronald E. Fritsch and Donna D. Tynan discuss two types of learning disabilities that may affect incarcerated youth: developmental (problems in attention, memory, perception, thinking, and oral language) and academic (problems in reading, handwriting, spelling, written expression, and arithmetic). The second paper, by Mark Hamm, is entitled "The Human Potential Seminar: A Strategy for Teaching Social Adaptive Behavior in a Correctional Classroom." Hamm describes the use of a pretest-posttest control group design and experimental manipulation consisting of structured group exercises to increase self-affirmation, self-motivation, self-determination, and empathetic regard for others. The use of this social learning procedure resulted in favorable changes in self-concept and strengthening the bond between the delinquent and society. Thelma Yarborough discusses "Project New Start: The Community Approach to Literacy Training of Inmates." This District of Columbia Department of Corrections project provided remedial instruction, literacy training, and general educational development preparation for inmates. In "Innovation in Group Work Practice: A Running-Therapy Model," Sallie E. Gratch and Kathryn D. Rindskopf highlight the rationales for using running as a treatment for moderately depressed adults and for choosing the group method. (SK)

ED 270 615 CE 044 565

Hegelheimer, Barbara

Equal Opportunities and Vocational Training. In-firm Training and Career Prospects for Women in the Federal Republic of Germany. Summary.

European Centre for the Development of Vocational Training, Berlin (West Germany).

PUB DATE- 82
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Case Studies; Educational Opportunities; Educational Trends; *Education Work Relationship; Equal Opportunities (Jobs); *Females; Foreign Countries; *On the Job Training; *Outcomes of Education; Participant Characteristics; Participation; Personnel Selection; Postsecondary Education; *Promotion (Occupational); Sex Role
IDENTIFIERS- *West Germany

A study examined the relationship between occupational advancement among women and their participation in the training offered at the enterprise level in West Germany. Women from four firms, a department store company, a large bank, a computer firm, and a public sector service undertaking, were studied. In all four firms, the internal recruitment of managerial personnel for posts up to the highest level was linked with participation in a solidly institutionalized in-firm training system. Although successful completion of corresponding in-firm courses did not constitute a formal entitlement to internal promotion in any of the four firms, promotion appeared to be dependent on such completion. All training costs at the four firms were incurred entirely by the firms offering the training. Courses were intended to provide the knowledge and skills required to prepare and qualify the trainees to discharge the functions attached to a specific position or for promotion and assignment to managerial posts. For the most part, courses took place within the firm. The retail, banking, and computer firms all tended to recruit young, unmarried women without family responsibilities, whereas the public service undertaking recruited its management reserve without regard for women's age or family responsibilities. Most of the women questioned felt that equal training opportunities were afforded to men and women at their respective firms. (MN)

ED 270 641 CE 044 606

Education and Vocational Training within the European Community. Activities of the Commission of the European Communities in 1983 and 1984. Report from the Commission.

Commission des Communautes Europeennes (Luxembourg).

REPORT NO.- COM(85)-134-final
PUB DATE- 29 Mar 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disabilities; *Educational Cooperation; *Educational Policy; Education Work Relationship; Elementary Secondary Education; Equal Education; *Foreign Countries; Guidelines; Higher Education; Illiteracy; *International Cooperation; International Educational Exchange; International Organizations; Literacy Education; Migrant Education; Second Language Instruction; Technological Advancement; *Vocational Education
IDENTIFIERS- Europe; *European Communities Commission

This report discusses activities directly linked with the implementation of the education action program set up in February 1976 by the Council of the European Communities and Ministers of Education. Activities relating to the pursuit of the European Community's vocational training policies are also addressed. Chapter I gives an account of the main political developments that arose during 1983 and 1984 as a result of decisions taken by the institutions of the European Community and of new guidelines given by the European Council. Chapter II highlights the main actions developed in the European Community in these fields: comparison of educational policies and promotion of closer relations between education systems, development of vocational training policies and comparability of vocational training qualifications, transition from education to working life, impact of new information technologies on education and vocational training, equal opportunities for males and females in education, education of young disabled persons, migrant child education, measures to combat illiteracy, foreign language teaching, cooperation in the higher education field, recognition of academic diplomas and periods of study, youth exchanges and relations with youth organizations, and relations with organizations representing teachers, teacher training organizations, and parent-school associations. Chapter III summarizes the main forms of cooperation with the international organizations active in education. (YLB)

ED 270 654 CG 019 107

Hargens, Yvonne Marie
A Public Health Initiative for Preventing Family Violence.
PUB DATE- 18 Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Battered Women; Child Abuse; Children; *Community Health Services; *Family Violence; Intervention; *Nurses; Police Action; *Police Community Relationship; *Prevention; *Public Health; *Referral

A community task force studying violence issues closely examined police statistics for domestic calls. Few records of referrals were made in response to these calls. Other statistics on child abuse and family violence reinforced the fact that family violence was a significant problem, making program response to family violence issues a top priority for the community. The community group developed methods to improve the opportunity for optimum growth and development among children at risk for child abuse and neglect. A police referral system between police and public health workers was arranged and the issues of confidentiality, power, and timeliness of contact were resolved. Other potential referral sources were contacted including a hospital-based family counseling program. Public health staff participated in staff development education on the topics of assessment, interview, and intervention techniques. Community awareness of family violence was heightened through sensitive plays on child sexual abuse, a brochure containing a service directory for police to give out on domestic calls, and a brochure on a non-threatening approach to parenting. Referrals have included domestic disputes, neighborhood disputes, severe psychological or mental health problems, chemical dependency, vulnerable adults, and needed home care. Most contacts made by the public health nurse were met with relief. Protecting and preserving the health and safety of people is in the public interest, and public health nursing needs to promote funding in areas not likely to generate fee for service revenues. (ABL)

ED 270 695 CG 019 152

Golden, Larry B.
Identifying Families Who Benefit from Brief Interventions.
PUB DATE- Apr 86

NOTE- 22p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Children; *Competence; *Counselor Role; *Evaluation Criteria; Family Counseling; *Family Role; *Intervention; Parent Child Relationship; Problem Children; School Counselors

Mental health counselors who work with children realize that the family is in a position to support or sabotage counseling efforts. If an accurate discrimination can be made between competent and incompetent families, both can be better served. Sources of information about a family include anecdotal records, teacher reports, and interviews with the child. The best source, however, is a structured family interview in which family members are encouraged to talk with each other about the child's behavioral problems. Criteria for evaluating a family's competence include: (1) parental resources; (2) time frame of problem behavior; (3) boundary characteristics and patterns of communication; (4) hierarchy of authority; and (5) relationship with professional helpers. A family that has been assessed as competent is a good prospect for brief family interventions which strive to enable families to gain control of problematic behavior with minimal reliance on outside professionals. A counselor can help a competent family gain control in as few as three family conferences by working with family members to implement a plan, open lines of communication, and support the hierarchy of parental authority. This model was tried in a school setting with four elementary school guidance counselors trained in the use of the family assessment model and brief intervention techniques. Seventeen case studies provide tentative conclusions about the model. (NB)

ED 270 782 CS 209 848

Fox, Deborah
Teaching English to the Gifted Student. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.; Printed on colored paper.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Ability Identification; *Academically Gifted; Admission Criteria; Definitions; Elementary Secondary Education; English Curriculum; *English Instruction; *Evaluation Criteria; Gifted; *Language Arts; Program Evaluation; *Resource Materials; Talent Identification; Theory Practice Relationship
IDENTIFIERS- ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores issues related to teaching English to the gifted student. The digest begins by examining the criteria used for identifying gifted/talented students, noting that some successful programs for the gifted in English and language arts do not restrict admission criteria to IQ scores and grade point averages. Next, the digest identifies four principles for developing an effective English and language arts program for the gifted/talented. Finally, the digest identifies resources that exist for teaching English to the gifted/talented as well as criteria used for evaluating English/language arts programs developed for the gifted. (HOD)

ED 270 851 EA 018 529

Christensen, Douglas D.

Curriculum Development and Instructional Planning: A Model for Developing Quality Instruction.

PUB DATE- Mar 86
NOTE- 78p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Curriculum Development; *Educational Planning; Elementary Secondary Education; *Instructional Development

This document consists of a collection of thoughts, observations, descriptions, definitions, diagrams, models, suggestions, guidelines, and forms pertaining to curriculum development and instructional planning at the elementary and secondary level. Among the specific topics addressed in one or more of the materials collected here are the objectives of curriculum development, the development process, the components of curriculum design, the roles of the personnel involved, ideal and actual curriculum design and development models, the planning of development cycles, the characteristics of scope and sequence planning, procedures for development of scope and sequence manuals, suggestions for involving personnel, methods for organizing personnel, processes and responsibilities of planning committees, and cognitive and affective behavioral objectives for the classroom. Sample forms and worksheets are provided. (PGD)

ED 270 865 EA 018 545

Raze, Nasus
Overview of Strategic Planning. Administrative Report.
San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Jan 86
NOTE- 20p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Assessment; *Educational Development; Educational Objectives; *Educational Planning; Elementary Secondary Education; *Long Range Planning; Master Plans; Organizational Development; *Organizational Objectives; *Policy Formation; Systems Analysis; Trend Analysis

Strategic planning is a process by which the guiding members of an organization envision its future and develop tactics to achieve that future. This paper discusses the nature and purposes of strategic planning in educational organizations, and presents a 10-step generic model to illustrate the basic components of strategic planning. These 10 steps, each discussed in depth, are as follows: (1) pre-planning; (2) the values audit, where organizational values are determined; (3) development of mission statements; (4) the environmental scan, to identify trends, threats, and opportunities facing the organization; (5) the resource audit, to identify internal strengths and weaknesses; (6) the building of a strategic profile, setting goals for where the organization wants to be in three years and how progress toward those goals can be measured; (7) the performance audit, to assess the current state of the organization when measured against the goals; (8) the development of functional plans to allocate resources toward achieving goals; (9) implementation of the functional plans at the program level; and (10) evaluation of progress toward goals and of the strategic planning effort as a whole. The objectives of strategic planning are to focus attention on the organization's role and purpose, to recognize internal and external realities, to maximize opportunities for the organization's survival and growth, to allocate resources according to priorities, and to reach consensus on future strategies. (TE)

ED 270 934 EC 182 935

Dulle, Paul J.; And Others

Transitional Employment Programs.

PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Convention of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Hospital Personnel; Placement; Program Implementation; School Business Relationship; Secondary Education; *Transitional Programs; *Work Experience Programs

The paper examines the need and implementation of transitional employment programs for handicapped youth. Effects on the handicapped of future automation are considered along with the need for school-business cooperation to prepare for the future. The importance of initial success in any innovation is noted. A Chicago transitional employment program is described which provided work experiences in local hospitals. Organization and operation of the program are discussed. The program features a prevocational coordinator who matches students with jobs and monitors progress. The program includes a placement component designed to ease the way toward full time competitive employment. (CL)

ED 270 949 EC 190 201

Milazzo-Sayre, Laura J.; And Others
Use of Inpatient Psychiatric Services by Children and Youth under Age 18, United States, 1980. Mental Health Statistical Note No. 175.
National Inst. of Mental Health (DHHS), Rockville, MD.
REPORT NO.- DHHS-ADM-86-1451
PUB DATE- Apr 86
NOTE- 41p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Emotional Disturbances; Institutionalized Persons; Mental Disorders; National Surveys; Personality Problems; Placement; *Psychiatric Hospitals; *Psychiatric Services; Psychosis

The report examines data from three sample surveys of admissions during 1980 to the inpatient psychiatric services of state and mental hospitals and private psychiatric hospitals and the separate inpatient psychiatric services of non-federal general hospitals. Findings revealed that an estimated 81,532 persons under 18 years were admitted to inpatient psychiatric care in the three settings during 1980. Approximately 95% were 10 to 17 years old, 53% were male, and 82% were white. Those diagnosed with other nonpsychotic disorders represented 24%; pre-adult disorders, 22%; affective disorders, 18%; schizophrenia and related disorders, 12%; alcohol and drug-related disorders, 8% and personality disorders, 7%. Data are analyzed in detail according to four variables (patient diagnosis, referral source to the inpatient service, types of treatment received, and length of stay) and by patient age, sex, race, and type of organization. The bulk of the data is presented in table form. An appendix reviews designs and procedures for the surveys. (CL)

ED 270 602 CE 044 549

Duke, Chris, Ed.
Participation Research. Canberra Papers in Continuing Education, New Series 5.
Australian National Univ., Canberra. Centre for Continuing Education.
REPORT NO.- ISBN-0-909850-95-X
PUB DATE- 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; *Adult Education; Adult Programs; Adult Students; *Continuing Education; Educational Opportunities; Foreign Countries; Literature Reviews; Models; *Participant Characteristics; Participation; Postsecondary Education; *Student Characteristics; Student Needs; *Student Participation
IDENTIFIERS- Australia (New South Wales); *Participatory Research

This monograph contains five studies of participation in adult education. The first paper, "Participation in Organised Adult Education: A Review of the Literature" by R. J. Sumner, examines a selection of studies conducted in England, the United States, and Australia. Chris Duke's paper which is entitled "Participation Research," discusses patterns of participation in adult education in Australia and the implications for educational policy. The third paper, "Barriers to Participation in Adult Education" by Kjell Rubenson, examines situational, dispositional, and institutional barriers to participation in education and proposes a theoretical framework for analyzing barriers. Doug MacLean's paper, "Theories and Models of Participation in Adult Education," addresses the issue of the lack of attention to the role of theory in adult education and analyzes various models for participation in adult education that have been proposed by Boshier, McClusky, Cross, and Darkenwald and Merriam. The final paper, "Adult Education Participation on the North Coast of New South Wales" by R. J. Prater, studies involvement in adult education in three types of Australian communities. (MN)

ED 270 628 CE 044 587

New Perspectives for Women in Career Selection, in Return to Working Life, in Career Advancement.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-2776-X
PUB DATE- 83
NOTE- 27p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Choice; *Career Development; Comparative Analysis; Differences; Employment Level; Employment Opportunities; Employment Patterns; *Females; *Foreign Countries; Promotion (Occupational); *Reentry Workers; Salary Wage Differentials; *Sex Bias; Sex Role
IDENTIFIERS- Europe

This booklet outlines existing and emerging career selection, reentry, and advancement opportunities for females throughout the European community. Existing educational and employment opportunities for males and females in various Western European nations are compared. New opportunities for girls and new occupations for women who are unemployed or who wish to reenter the work force after a period of interruption are discussed. The concluding section focuses on women's rights to career advancement. Throughout the booklet statistical information is presented along with commentary stressing that more opportunities are becoming available to women, that women should work for increased educational and employment opportunities, and that the new perspectives for women will be what women themselves make of them. Information on conditions in Belgium, Denmark, the Federal Republic of Germany, France, Ireland, Italy, Luxembourg, the Netherlands, and the United Kingdom is included in the booklet. (MN)

ED 270 668 CG 019 121

Lonner, Thomas D.; Duff, J. Kenneth

Village Alcohol Control and the Local Option Law. A Report to the Alaska State Legislature.

Alaska Univ., Anchorage. Center for Alcohol and Addiction Studies.

SPONS. AGENCY- Alaska State Legislature, Juneau.
PUB DATE- 24 Jun 83
NOTE- 265p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcoholic Beverages; *Community Responsibility; *Local Legislation; *Municipalities; *Rural Areas; *State Legislation
IDENTIFIERS- *Alaska

This is a report on Alaska's "local option law" which allows villages to choose one of the following four options on alcohol availability in their communities: (1) the sale of alcoholic beverages is prohibited unless sold under a community liquor license; (2) the sale of alcoholic beverages is limited to one of several types of retail licenses such as a restaurant wine license; (3) the sale of alcoholic beverages is prohibited; and (4) the sale and importation of alcoholic beverages is prohibited. Since effects of the law are not yet known, the purpose of this study was not to evaluate the law's effects but rather to enhance the information available to villages and to guide the design of future evaluations. The report includes discussions of the history of alcohol control in Bush Alaska; community purposes and the local option law; village character, alcohol use, and control history; alcohol use patterns and regional hubs; sources of village controls; village control and state control; exercise of formal village controls; form and limitations of local ordinances governing alcohol; village control of alcohol; community conflict on the local optin law; and changes in village life since the local option law. (ABL)

ED 270 768 CS 209 815

Wanta, Wayne

The Agenda-Setting Effects of Dominant Photographs.

PUB DATE- Aug 86
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Design Preferences; Graphic Arts; Higher Education; Journalism; *Newspapers; *Photographs; Political Issues; *Reader Response
IDENTIFIERS- *Agenda Setting; *Salience; Southwest Texas State University

Two hypotheses in a study examining the influence of a dominant piece of art on the salience of a news story for readers, thus affecting their agendas, were as follows: (1) a story with dominant art will increase a reader's issue salience more than a story without dominant art; and (2) a story with balanced art will increase a reader's issue salience more than a story with no art. Salience was defined as the importance attributed to an issue by a reader, dominant art as a photograph that is noticeably the largest element on the news page, and balanced art as a photograph which is not noticeably larger than other elements on the page. Subjects, 66 students enrolled in Reporting I classes at Southwest Texas State University, were randomly assigned to one of three groups, each of which received three different newspaper front pages, each on a different issue set in a different design. Results showed that issues manipulated in the experiment were raised on the respondents' agenda of issues, and that newspaper content, as well as how a story is displayed, can have an immediate influence on readers, but that this effect decays over time. The findings supported both hypotheses, though the results may be misleading because the most significant increase occurred for the issue that was dominant on the final day of the study, indicating an interaction between dominant art and recency as the cause of the largest effect in the study. (SRT)

ED 270 797 CS 209 879

Harris, Wanda

Perceptions of Newspapers by Student and Non-Student Readers.

PUB DATE- Aug 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; College Students; Comparative Analysis; Higher Education; *Media Research; *Newspapers; *Reading Attitudes; *Reading Habits; School Newspapers
IDENTIFIERS- *Illinois (South); *Media Use; Readership Analysis; Southern Illinois University Carbondale

A study examined the readership habits and gratifications of southern Illinois student and non-student newspaper readers. The study involved the "Southern Illinoisan," a privately owned regional newspaper, and the "Daily Egyptian," a student-operated newspaper. Other papers included the "Chicago Tribune," the "St. Louis Post-Dispatch," and the "St. Louis Globe-Democrat." Data were collected in a telephone questionnaire of 408 residents of the Carbondale, Murphysboro, and DeSoto areas. Included in the questionnaire for the study were sections on parts of the paper used by readers and a section on why people read the newspaper. Other sections of the questionnaire included readership contrast questions on 16 content items involving news, advertising, and quality of the papers. Demographic data were also collected. The results indicated that student and non-student readers differ greatly in the parts of the newspaper they use, the gratifications they seek, and the way they perceive the newspaper. Students were more interested in world events, while non-students were more interested in local government plans and statistics. Student readers of all papers rated entertainment news, news of the Southern Illinois University (Carbondale campus), and movie reviews higher than did non-student readers, while student readers of the "Southern Illinoisan" rated discount coupons and classified advertising higher than did non-student readers. The single most important perception difference between student and non-student readers involved reading for more details: students felt reading for more details was part of a surveillance dimension, while non-students felt it was part of the personal enjoyment dimension. (Tables of data are included.) (HTH)

ED 270 811 CS 209 910

Ducoffe, Robert Hal

Deceptive Advertising: Unprotected and Unknown.

PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Advertising; *Consumer Protection; *Deception; Marketing; Merchandise Information; Merchandising
IDENTIFIERS- *Federal Trade Commission; First Amendment

The Supreme Court tentatively extended First Amendment protection to commercial speech, but left the issue of defining and regulating deceptive advertising to the Federal Trade Commission (FTC), which has employed tools such as the cease-and-desist order, affirmative disclosure, and corrective advertising. The FTC Act did not define deception, but the commission generally holds that deception exists "when an objectively ascertainable material fact is presented falsely, is ambiguous, or is misleading." Deception has been modeled, by Armstrong and Russ (1975), as a process involving exposure, perception, and belief. This implies that in order for deception to occur, it is not sufficient that claims be false; they must also be believed. The commissioners are not justified in acting on the basis of this model, because if they believe an ad to be deceptive they have not been deceived. Furthermore, they cannot interpret the beliefs of consumers solely on the basis of their own beliefs. Though research has not been able to define deception, it has developed techniques for detecting deception, two of which are the "normative belief technique" and the "salient belief technique." However, research has not been able to establish causality and thus has had little impact on policy, except in the case of "puffery," which is currently considered protected speech but may deserve the same consideration that deception is currently given by the law. Seventy-eight end notes are appended. (SRT)

ED 270 838 EA 018 504

Cooperstein, Rhonda Ann
Participation of Private School Students in Services Supported by the Education Block Grant. A Special Issue Report from the National Study of Local Operations under Chapter 2 of the Education Consolidation and Improvement Act.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jan 86
NOTE- 147p.; For related documents, see EA 018 501-506.
CONTRACT- 300-83-0286
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Block Grants; Elementary Secondary Education; Expenditure per Student; *Federal Aid; *Federal Legislation; *Private Education; Program Administration; Resource Allocation; School Districts; Student Participation; Students
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; *National Study of Local Operations under Chapter 2

This document reports the findings of the National Study of Local Operations under Chapter 2 of the Education Consolidation and Improvement Act of 1981, the federal education block grant, concerning the legislation's effects on the provision of services to private school students. Data for the report came from national mail and telephone surveys and from site visits to school districts and private schools in eight states. An introductory chapter reviews the history of the involvement of private school students in federal programs, notes changes brought about by the block grant, and describes the methodology of the aspect of the study reported here. The second chapter presents a descriptive profile of local practices under Chapter 2, focusing on fund allocation, services, administration, and the level of participation of private school students. The four remaining chapters in the body of the report address specific individual issues: the nature of private school students' access to services, the equality of per pupil expenditures, the equitability of services, and the administration of the aspect of the grant program aimed at private school students. A concluding chapter assesses the costs and benefits of the participation of private school students from the perspectives of both public and private schools. Appendixes provide error values for the tables accompanying the text and a list of the antecedent programs consolidated into the Chapter 2 block grant. (PGD)

ED 270 905 EC 182 902

Deaf Education: Costs and Student Characteristics at Federally Assisted Schools. Briefing Report to the Chairman, Subcommittee on the Handicapped, Committee on Labor and Human Resources, United States Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-86-64BR

PUB DATE- Feb 86

NOTE- 46p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free, additional copies $2.00, discount available for 100 or more; make check or money order payable to Superintendent of Documents).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Colleges; *Deafness; *Employment; Employment Statistics; *Enrollment; *Expenditure per Student; *Federal Aid; Federal Programs; Hearing Impairments; Postsecondary Education; Program Costs; Regional Programs; Statistical Data; *Student Characteristics

IDENTIFIERS- Gallaudet College DC; National Technical Institute for the Deaf; Regional Postsecondary Education Program for Deaf

The report examines data from Gallaudet College, the National Technical Institute for the Deaf (NTID) and four centers in the Regional Postsecondary Education Program for the Deaf. Data are analyzed in terms of student characteristics, per-student costs, student academic achievment and subsequent employment, and the schools' abilities to serve more students. Findings included that students in all schools were similar in degree and onset of hearing loss, although incoming students' academic achievement varied as did the number of types of secondary disabilities. The federal share of total costs ranged from 29% (California State University, Northridge) to 85% (NTID). Schools offered a wide range of academic subjects and granted various combinations of certificates, diplomas, and degrees. Available data on employment revealed that the number of graduates employed or attending further schooling ranged from 74% to 97% for school year 1983-84. All schools reported operating at or near capacity at current funding levels. (CL)

ED 270 919 EC 182 916

Putnam, JoAnne W.; Rynders, John E.
Social Integration of Moderately Handicapped Students through Cooperative Goal Structuring: Influence of Teacher Instruction on Cooperation. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 83
NOTE- 159p.
GRANT- G008300020
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperation; Elementary Education; *Group Activities; Interaction; *Intergroup Relations; Interpersonal Competence; Mainstreaming; *Moderate Mental Retardation; Peer Acceptance; *Peer Relationship; Play; Social Behavior; *Student Attitudes; *Teacher Role

The effects of uninstructed and teacher instructed cooperative group learning on the interactive behaviors of 32 nonhandicapped and 16 handicapped (moderately mentally retarded) elementary students and also on the attitudes of nonhandicapped students toward handicapped persons were investigated. In the teacher instructed condition, the teacher gave instruction and feedback on cooperation. In the uninstructed condition, teacher discussion and feedback were focused on the task. In both conditions, students engaged in activities designed to promote interdependence and encourage participation of all group members. Social interaction behaviors during group science activities and free play were measured along with attitudes. Among findings were the following:

(1) the social interaction behaviors of students during cooperative group activities differed significantly in the teacher instructed and uninstructed treatment conditions; (2) during the teacher instructed free play condition, the handicapped Ss engaged significantly more often in active participation (cooperative play and conversation); and (3) attitude pre- and post-scores did not differ significantly for teacher instructed, uninstructed, or control groups. A nine-page reference list is provided, as well as appendices that include: (1) a science lesson sequence, teacher scripts, and a teacher observation form; (2) observation categories, definitions, and protocols; (3) an attitude scale; and (4) tables of results. (CL)

ED 270 588 CE 044 526

Gantt, Judy M.; Terrell, Edward L.
External Evaluation of CDC Homestudy Course 3010-G, "Community Hygiene."
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Check Lists; Continuing Education; *Correspondence Study; Environmental Education; *Home Study; Hygiene; *Job Performance; Outcomes of Education; Postsecondary Education; *Public Health; *Sanitation
IDENTIFIERS- Centers for Disease Control GA; North Carolina

A study examined the impact of the Centers for Disease Control's home study course in community hygiene on the job performance of 45 sanitarians in 30 districts throughout North Carolina. Data were collected from: (1) pre- and post-tests that evaluated the sanitarians' mastery of knowledge in such areas as water supply, sewage disposal, solid waste management, and disease prevention and control, and (2) "before/now" questionnaires for both participants and supervisors administered to assess behaviors and skills comprising job performance before and after the course. Analyses performed on the "before/now" statements revealed significance at the $p < .0001$ level. Besides gaining a large amount of technical knowledge in the area of environmental health, the sanitarians who successfully completed the course developed positive attitudes about the field of environmental health and became better prepared to meet the challenges of their jobs. (Both the sanitarian and supervisor questionnaires are included in the report.) (MN)

ED 270 682   CG 019 136

Harvancik, Mark J.; Golsan, Gordon

Graduate Record Examination Scores and Grade Point Averages: Is There a Relationship?

PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Admission Criteria; *College Entrance Examinations; Correlation; *Grade Point Average; Graduate Students; Higher Education; *Masters Degrees; *Predictive Measurement; Predictor Variables
IDENTIFIERS- *Graduate Record Examinations

The scores from the Graduate Record Examination (GRE) have been used by graduate admissions committees in selecting graduate candidates. A study was undertaken to examine the predictive validity of the GRE in conjunction with measures of achievement. Records of 619 Masters Degree graduates at a small southwestern college were obtained, including Masters Degree received; undergraduate grade point average (GPA); graduate grade point average (GGPA); verbal, qualitative, and total scores from the GRE; and sememster of graduation. A statistical analysis was conducted to determine the Pearson Product-Moment correlation coefficients indicating the extent of relationships between GPA, GGPA, GRE-Verbal, GRE-Qualitative, and GRE-total scores. The results indicated that in all instances Pearson Product-Moment correlation coefficients were statistically significant. In correlational studies, a clear understanding of correlational analysis and characteristics of variables is critical. Correlation coefficients may be affected by sample size, combining of groups, restriction of range, and consistency among coefficients. The findings from this and other studies have demonstrated that there is a statistically significant relationship between measures of achievement and GRE scores. If admissions committees wish to use GRE as more than an objective cutoff, however, more comprehensive research is needed. (NB)

ED 270 710 CG 019 167

Police Juvenile Procedures Manual.

Illinois Univ., Champaign. Community Research Center.; Youth Law Center, San Francisco, CA.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Nov 83
NOTE- 20p.; For related documents, see CG 019 166-170.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Civil Rights; *Crime; *Legal Responsibility; Police; *Police Action; *Police Education
IDENTIFIERS- *Detention

This manual provides an overview of the law relating to juvenile proceedings, focusing primarily on arrest and detention procedures, which are a major concern of police officers who work with juveniles. The manual does not provide specific instruction in state law but does describe federal Constitutional rulings that affect treatment of juveniles. The purpose of this manual is to alert the police officer to differences between juvenile delinquency proceedings and the adult criminal system. The case method is used to highlight areas of concern to the officer dealing with juveniles. The manual assumes that the police officer is familiar with basic principles of adult criminal procedure. The

manual should assist the officer in protecting the juveniles' safety and well-being, and assisting in the eventual rehabilitation of the child involved; protecting the safety of the public by ensuring that adjudications obtained are not subject to Constitutional challenge; and protecting the officer and the department from civil liability resulting from inadvertent violations of children's Constitutional rights. The manual is divided into three chapters which deal with: (1) arrest, interrogation, search and detention; (2) probable cause, adjudication, and disposition; and (3) liability for violations of civil rights, including unauthorized searches, placement decisions, and supervisory liability. (ABL)

ED 270 754

CS 209 777

Salwen, Michael B.; Garrison, Bruce

Sports and Politics: Los Angeles Times' Coverage of the 1984 Summer Olympic Games.

PUB DATE- Aug 86

NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Assertiveness; *Athletics; Content Analysis; International Relations; News Media; *Newspapers; *News Reporting; *Political Attitudes; Political Issues; *Press Opinion; Propaganda

IDENTIFIERS- *Los Angeles Times; *Olympic Games

To investigate whether political assertions were interjected into American sports coverage of the 1984 Olympic games and which direction those assertions took, a study examined the Los Angeles Times' coverage of the games in its award-winning special supplement sections. The "Times" included these special supplements in its papers from July 22, six days before the games began, to August 14, one day after the Olympic games concluded. All stories that were greater than four square inches, including all graphics and headlines, were examined. Each of the 899 stories was coded for the date, page, headline, square column inches, graphics, source of story, type of sport(s), primary nation-actor(s), whether the story contained political assertions, and whether it was treated as a standard sports-news story, feature, or column. It was found that the large majority of stories did not contain political assertions. Nevertheless, among those stories that did interject political assertions into sports coverage, most of the assertions evaluated the impact of the Soviet-led boycott of the Olympic games, suggesting that the boycott was politically successful. (HOD)

Sternglass, Marilyn S.
Introspective Accounts of Expository Writing.
PUB DATE- Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Expository Writing; Graduate Students; Higher Education; Objectives; Protocol Analysis; *Risk; Task Analysis; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- *Goal Setting; Journal Writing

In order to study two aspects of the composing process, goal-setting and risk-taking, English and reading graduate students were given a set of readings on the topic of introspection and asked to write weekly papers in response. The papers were summaries, reaction statements, synthesis essays, and position papers, and students kept ongoing journals describing their responses and strategies in response to each task. When tasks were viewed as essentially purposeless (for example, writing summaries), the goals set were perfunctory and the commitment to the task drew on very low-level cognitive operations, but when the goals were stimulating, processes and responses were mobilized, leading to more reflective thinking. Analysis of one student's risk-taking revealed that the word "essay" instead of "paper" released her from constraints to produce what she believed the teacher wanted. The means must be sought, whether through task design or the atmosphere of acceptance created in the classroom, for fostering a willingness to explore one's own thinking and risk exposure of untested ideas. The dimensions of composing are complex and significantly influenced by the context of composing, the dimensions of which must be explored to create meaningful models of writing. (SRT)

ED 270 935 EC 182 936

Fredericks, H. D. Bud; And Others

Part Time Work for High School Students.

PUB DATE- Oct 85

NOTE- 26p.; Paper presented at the International Conference of the Council for Exceptional Children Division on Career Development (3rd, Las Vegas, NV, October 9-12, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Education Work Relationship; High Schools; Job Skills; *On the Job Training; *Part Time Employment; Program Descriptions; *Severe Disabilities; *Work Experience Programs

A high school program to prepare severely handicapped students for supported community work changed its original purpose, to develop jobs that would provide full time support work in the community after graduation, to include part-time possibilities. Advantages of incorporating part-time work include eliminating boredom and providing greater mobility. On the job taining features a total task teaching method and attention to associated work skills. Volunteers are occasionally used in lieu of the trainer. Two-year results indicate that part-time work is a viable alternative for students with moderate and severe handicaps. Community acceptance has been high, an important factor in a school and community-based effort. Tables are appended depicting such aspects as student placements, tasks taught to students, and associated work skills. (CL)

ED 270 950 EC 190 202

Ciccaglione, Sue; Magliaro, Susan
Educational Resource Guide for Adapted Physical Education.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 86
NOTE- 163p.
GRANT- G008301463
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; *Athletics; *Disabilities; Elementary Secondary Education; Games; *Teaching Methods

The guide is intended to provide information to adapted physical education instructors. An initial section introduces characteristics of the following handicapping conditions: autism, diabetes, emotional disturbance, learning disabilities, mental retardation, musculoskeletal disorders, neuromuscular disorders, seizure and convulsive disorders, and sensory impairments. Chapter 2 focuses on programing aspects, with particular attention to formal and informal assessment and development of individualized education programs. Modifications of physical education activities are offered for aquatics, basketball, bowling, field events, floor hockey, gymnastics, soccer, softball, track events, and volleyball. A final chapter describes adaptive equipment that can be made or purchased. (CL)

ED 270 574 CE 044 504

Littlefield, John F., Ed.
Call for Papers. Correctional Education Association 1986 Annual Conference (Cincinnati, Ohio, July 6-9, 1986).
Correctional Education Association.

PUB DATE- 86
NOTE- 235p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Business Education; Communication Skills; Computer Science Education; *Correctional Education; *Correctional Institutions; Daily Living Skills; Educational Needs; Females; *Liberal Arts; *Mental Retardation; Pacing; *Self Concept; *Situational Tests; Vocational Education

The 13 papers in this volume are: "Behind Bars with CBE--Look What's Happening to Inmate Training" (Beverly A. Stitt, Rita Noel); "Communication Skills: Relevance, Respect, Responsibility and the Process of Change" (Meredith Whaley); "The Educational Needs of Inmates in the Kingston Prison for Women" (Richard Volpe, Colleen Kearney); "The Effects of Incarceration and Education on Self-Concept: Creating a Positive Role-Person Merger" (Paul J. Nemecek); "Functional Retardation: A Critical Focus for Adult Correctional Education" (Rajendra Kunar Srivastava); "The Liberal Arts in the Correctional Setting: 'Education Befitting Free Men'--for Those Who Presently Are Not Free" (Elizabeth J. Barker); "Life Skills Training Program in a Captive Environment" (Manoucheher Khatibi); "P.L. 94-142 and the Incarcerated Adult: A Legal Analysis and Case Study" (Steven Rittenmeyer); "Preparing Mentally Handicapped Offenders in a Prison Setting for Release into Society" (Bob Liles, Kevin Faherty); "Self-Paced Vocational Programs in Correctional Facilities" (Sheila Ortega Schreiber); "A Study of Correctional Educators in Adult Correctional Institutions" (Darrel DeGraw); "Success Secrets for Teaching Business Computer Courses" (Steven Hershberger); and "Using Situational Assessment to Improve Vocational Skill Development" (Wilfred D. Wienke). (SK)

Selkin, Burkart

Youth Unemployment and Vocational Training. An Attempt to Summarize the Most Important Conclusions Drawn during Five Years of Work on the Subject.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-3121-X
PUB DATE- 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Improvement; *Education Work Relationship; Employment Problems; Employment Programs; Government Role; *Job Training; Postsecondary Education; School Business Relationship; Secondary Education; *Unemployment; *Vocational Education; *Youth Employment
IDENTIFIERS- *Europe

Since 1976 the Management Board of the European Centre for the Development of Vocational Training has given top priority to the problem of youth unemployment. Analysis of the employment and training situation among young people showed the emergence of structural deficiencies in vocational training and employment opportunities and the importance of developing an integrated education, training, and employment program for young people. Accordingly, there is a need for change in the relationship between general and vocational training courses in the final years of secondary education and improvement in the range of attractive training and education opportunities during the transition from school to work. Further study has found that short-term schemes prompted by the current economic situation are not enough to eliminate deficiencies. Although positive results have been achieved with work procurement schemes for young people, they should form part of a comprehensive employment program for all workers. Another suggestion is the improvement of cooperation between schools and firms through the development of alternative training. There is a need for a new form of transition from school to work and from work to school; suitable legislation and collective agreements are required. The Centre has been and will continue to examine new avenues including the possibility of developing a form of postsecondary education designed to combat unemployment, finding and improving the link between vocational training and work procurement schemes, determining the role and purpose of training contracts between young employees and firms as a means of increasing training, and investigating the cost of financing training and postsecondary education and the possibility of spreading costs between government and the private secrtor. (KC)

ED 270 696 CG 019 153

Stryker, Eileen; And Others
What's a Nice Woman Like Me Doing in a Doctoral Program? Reinterpreting Our Life Experiences.
PUB DATE- 8 Nov 85
NOTE- 38p.; Paper presented at the Annual Woman Researcher Conference (Kalamazoo, MI, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Competence; Coping; *Doctoral Programs; *Females; Graduate Students; Higher Education; *Psychological Patterns; *Role Conflict; Role Perception; Self Concept; *Sex Differences; Sex Stereotypes

The human qualities which are valued in American society are different from, and sometimes construed as opposite to, the qualities deemed desirable in women. This values conflict provided the impetus for a study of women doctoral students. Twenty women who were pursuing doctoral degrees in educational leadership or counseling psychology at one university were interviewed about the conflicts faced by women pursuing an education. The structure of the study was organized around four dichotomies that recur in discussions of women's psychological development: (1) separation versus attachment; (2) domination versus subordination; (3) activity versus passivity; and (4) unidimensional versus multidimensional causality. Subjects were asked about the doctoral experience, how they felt about being a doctoral student, and how they felt the experience was different for women than for men. Respondents discussed conflicts they experienced in areas of achievement, relationships, competence, normalcy, empowerment, and differences. Data from the interviews revealed that, in pursuing the doctoral degree, women face both internal and institutional problems. Internal problems involve issues of competence, role ambiguity, and role overload. Institutional problems also deal with role ambiguity and with role conflict. The coping strategies of reactive role behavior, personal role redefinition, and structural role redefinition are considered for accommodation or for change of conflicting role expectations. (NB)

ED 270 724 CS 008 464

Brozo, William G.; Johns, Jerry L.
A Content and Critical Analysis of Forty Speed-Reading Books. College Reading and Learning Assistance Technical Report 86-04.
Georgia State Univ., Atlanta.
PUB DATE- Mar 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Analysis; *Eye Fixations; *Eye Movements; *Reading Rate; *Reading Research; *Speed Reading; *Textbook Content; Textbook Research; Theory Practice Relationship

Content and critical analyses of 40 speed reading books were undertaken to determine to what extent discussion and teaching reflected current research. Particular attention was given to the information provided on eye movements, span of recognition, and the upper rates of speed attainable through practice. Content analysis revealed the following: (1) 72% of the 32 books that dealt with the span of recognition encouraged readers to process phrases of three or fewer words in a single fixation, while 28% discussed expanding the field of vision to include clusters larger than three words as well as entire lines or large blocks of print; (2) 15% of the 27 books in which eye regressions were discussed indicated that they were useful in some cases, while 52% advocated the total elimination of regressions; and (3) 57% of the 28 speed reading books reporting upper rates of reading proposed rates above 1,000 words per minute (WPM). However, it is concluded that research supports the following: readers have a span of recognition physiologically fixed at about two or three words, regressions are sometimes necessary and useful, and rates above 1,000 wpm are not achieved with what is usually thought of as normal reading; skimming or scanning are employed instead. In an effort to improve speed reading books, collaboration between researchers and writers is recommended. (A list of all 40 speed reading books is appended, as are the references upon which the criticisms were based.) (HOD)

ED 270 739 CS 008 492

Harrington, Judy; Moore, Diane

Say "Si" to Supplementals.

PUB DATE- Jan 86
NOTE- 7p.; Paper presented at the Annual Meeting of the Rocky Mountain Regional Conference of the International Reading Association (7th, Colorado Springs, CO, January 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Skills; Higher Education; High Risk Students; Learning Activities; Logical Thinking; Metacognition; *Peer Teaching; Reading Improvement; *Review (Reexamination); Study Habits; Study Skills; *Supplementary Education; *Teaching Methods

A supplemental instruction program was designed to assist students in mastering course concepts and to increase student competence in reading, reasoning, and study skills. Supplemental leaders, upper division students whose course competency has been certified by course instructors, attend course lectures where they take notes and complete assigned readings. The leaders then visit the targeted course during the first two days of class in a semester and survey students who are interested in supplemental sessions. Students fill out a form that indicates the times they are available for supplementary sessions. The supplementary session leader then schedules and conducts three or four 50-minute sessions each week. Student attendance is voluntary. The program was pilot tested in a Spanish class at the University of Nebraska-Omaha. Although the supplementary sessions were found to be beneficial, problems could be resolved by (1) ensuring that the supplemental review sessions are tied to one course taught by one instructor, (2) hiring staff leaders for sessions rather than students leaders, (3) providing adequate feedback and constructive criticism for session leaders, and (4) informing students that attending supplemental sessions is not a substitute for studying. (DF)

ED 270 783 CS 209 849

O'Donnell, Holly

Issues Affecting High School Literature Programs. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86
NOTE- 3p.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Course Content; *Curriculum Development; Educational Trends; *English Curriculum; English Instruction; High Schools; *Literature Appreciation; *Reading Interests; *Reading Material Selection; Secondary School Curriculum; Theory Practice Relationship
IDENTIFIERS- ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores issues affecting high school literature programs. The digest first explores whether a literature curriculum can be based upon the results of limited surveys of high school reading interests. Next, the digest addresses the question of what literature to include in a program, and then examines concerns other professionals have raised about literature instruction. The digest concludes by noting that the debate about what to include in the literature program has evolved into a two-pronged battle: determining the criteria that should be brought to bear on decisions about what to teach, and, once that is decided, determining how literature should be taught. (HOD)

ED 270 852 EA 018 530

Hauwiller, James G.
Diversified Inservice Staff Development Using Models of Teaching.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); *Change Strategies; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Peer Relationship; *Teleconferencing
IDENTIFIERS- *Models of Teaching Concept; Peer Coaching

The Models of Teaching concept is based on the premise that each teacher uses several different teaching models (or collections of teaching strategies), of which one is favored. The best way to improve teaching under these conditions is to add new models to the teacher's practical repertoire. Unless the teacher practices the new model repeatedly in the work environment, however, the addition is unlikely to become permanent. Montana State University's Institute on Instructional Skills provided training in new teaching models under conditions that required program participants to join with others from their own or neighboring schools to provide peer coaching in the work environment. To encourage commitment to the program after the training was completed, the institute established a teleconferencing network through which participants could obtain clarification, feedback for finetuning of skills, encouragement for sustaining practice, development of coaching strategies, and discussion with peers about applying the models. The program appears to be successful, though costs are higher than for more conventional programs; moreover, the positive impact of the novelty of the venture may have skewed the results. (PGD)

ED 270 866 EA 018 547

Clarke, Carolyn; And Others

A Comprehensive Program of Evaluation and Professional Development: A Working Model.

PUB DATE- Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of States for Inservice Education (Denver, CO, November 22-26, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Faculty Development; Models; Program Implementation; Teacher Administrator Relationship; *Teacher Evaluation; Teacher Improvement; *Teacher Supervision
IDENTIFIERS- Fulton County Public Schools GA

The evaluation of teachers to see whether they meet state competency standards or should be considered for merit pay is usually limited to making sure they achieve a minimum level of performance and does not involve determining how their performance can be improved if they exhibit higher levels of competence. In Georgia's Fulton County, Mountain Park Elementary School established a 3-year program for evaluating teachers and encouraging their professional development. In the program's first year, all teachers were observed and evaluated by the principal using the state's official teacher evaluation instrument. During this first year each teacher worked with the principal to set goals, was observed four times, and participated in four followup conferences during which the teacher's performance in state-designated competency areas was discussed. Tenured teachers meeting the state standards worked with the principal to develop individualized supervision and professional development plans to be followed in subsequent years. Nontenured teachers and those not meeting standards repeated the first year of the program. Teachers not meeting standards after 3 years were terminated. The program's success depends on maintaining positive relations between teachers and principals and on keeping open the option for revising the program. (PGD)

ED 270 879 EA 018 564

Guthrie, James W., Ed.; Kirst, Michael W., Ed.
Conditions of Education in California, 1985.
California Univ., Berkeley. School of Education.; Policy Analysis for California Education, Berkeley, CA.; Policy Analysis for California Education, Stanford.; Stanford Univ., Calif. School of Education.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PACE-PP85-9-5

PUB DATE- Sep 85
NOTE- 120p.
AVAILABLE FROM- Publication Sales, PACE--Policy Analysis for California Education, 3659 Tolman Hall, Department of Education, University of California, Berkeley, CA 94720 ($4.50; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educational Improvement; *Educational Trends; Elementary Secondary Education; *Finance Reform; Government School Relationship; Politics of Education; School Funds; School Policy; *School Support; State Legislation
IDENTIFIERS- *California

This technical report is the second edition of "Conditions of Education in California," and contains 53 figures and tables of data that range from student test performances to state revenue projections. Following a summary of state education highlights, the section "The Evolving Context of California Education" presents past, present and future issues. Despite improvements resulting from recent major educational reform, school financing is returning to 1979-80 levels; the researchers argue that taxpayer sacrifices may be necessary. This section gives an overview of factors affecting the state's educational future. including teacher shortages and economic conditions. The next section, "Student Enrollment, Ethnicity, and Language" discusses enrollment projections and the roles of state ethnic populations and their languages. "Student Performance" analyzes test scores as reflections of achievement and minority student test performance. Measures include the California Assessment Program and the Scholastic Aptitude Test. Test scores are supplemented by such data as student absenteeism rates and admissions to postsecondary institutions. The section "Curriculum and School Reform" includes descriptions of teacher programs and salaries and the School Based Program Coordination Act. "Human Resources" evaluates teachers' salaries relative to workloads. The final section, "Fiscal Resources," offers national comparisons of funding, enrollment projections, and fiscal needs. Four pages of references are included. (CJH)

ED 270 892 EA 018 582

Shaughnessy, M. Angela

Teacher Supervision, Evaluation and Contract Renewal: Legal and Pastoral Concerns.

PUB DATE- 3 Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (Anaheim, CA, March 31-April 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Catholic Schools; Contracts; Elementary Secondary Education; Faculty Handbooks; Legal Responsibility; Parochial Schools; Personnel Management; Principals; Private Schools; School Law; Teacher Administrator Relationship; *Teacher Dismissal; *Teacher Evaluation; Teacher Responsibility; *Teacher Rights; *Teacher Supervision
IDENTIFIERS- *Contract Law

Except in matters of obvious race and/or sex discrimination, teachers in Catholic and other private schools have fewer Constitutional rights than public school teachers have. Contract law, rather than Constitutional law, governs most teacher employment situations in Catholic schools. An awareness of its implications, together with pastoral (moral and ethical) considerations, is important for the protection of teachers and principals alike in matters concerning teacher supervision, evaluation, and contract renewal. Legal disputes can largely be avoided, however, if teachers and principals can understand the purposes and functions of supervision and evaluation, and if they can choose appropriate pastoral actions. Supervision, a formative experience in which teachers are observed in the classroom, is different from evaluation, which is basically summative. Schools should provide teachers with a faculty handbook that states school expectations, the nature of supervision and evaluation, general reasons for which a teacher may be terminated, and the procedures for non-renewal of contract (a term often confused with dismissal). Principals must maintain open communication with teachers, allowing for teachers' responses to evaluation, and must keep accurate and impartial records. Teachers may follow ten recommendations (listed in Appendix 2) for success both in the classroom and with administrators. (IW)

ED 270 589 CE 044 527

Dubravcic, Elizabeth V.; And Others
Assessing Vocational Teachers. Research and Development Series No. 262.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 95p.
CONTRACT- 300-83-0016
AVAILABLE FROM- National Center Publications, Box F, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (RD262--$8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Classroom Observation Techniques; Comparative Analysis; Competence; Educational Policy; *Evaluation Criteria; *Evaluation Methods; Interviews; Peer Evaluation; Policy Formation; Postsecondary Education; Secondary Education; Self Evaluation (Individuals); State Action; *Statewide Planning; Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Evaluation; Teacher Improvement; Teacher Recruitment; Teacher Selection; *Vocational Education; *Vocational Education Teachers

This combination report and guide is intended to assist a broad audience of state and local educational administrators, teacher educators, and state policymakers. The first chapter of the guide examines (1) current views from the field regarding procedures for defining teacher effectiveness, teacher supply and demand, factors affecting teacher quantity and quality, and the changing demands on vocational education; and (2) strategies for improving teacher recruitment, selection, and certification. Provided in the next chapter are action agendas for state legislatures, state departments of education, and teacher preparation institutions to implement in their efforts to improve the effectiveness of vocational teachers and teaching. The third chapter of the guide describes and assesses the following teacher evaluation strategies: teacher competency testing, teacher interviews, student achievement, classroom observation, student rating of teachers, peer review, and self-evaluation. Appendixes to the report include lists of technical advisory panel members and site visit locations. References are provided at the conclusion of chapter 1 and following each of the evaluation sections of chapter 3. (MN)

ED 270 603 CE 044 551

New Perspectives in Continuing Education and Training in the European Community--Seminar Report.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-3535-5
PUB DATE- 83
NOTE- 159p.; Report of a seminar (Berlin, West Germany, October 14-17, 1980).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; *Continuing Education; Foreign Countries; Industrial Training; Job Training; Literacy; *Literacy Education; *Older Adults; *Retirement
IDENTIFIERS- *European Community

This report presents speeches and other materials from a seminar to provide an opportunity for specialists from a wide range of backgrounds to take part in a joint reflection on the new challenges and opportunities facing continuing education and training in an enlarged European Community. It is intended to stimulate ideas for a new policy approach to continuing education and training, especially one which would bridge the gap between the rather idealistic work of adult education and the more practical field of industrial training. Presentations include two welcoming speeches (Hywel Jones and Roger Faist), a speech on changes in the industrialized world that will affect education policy (Shirley Williams), and a shortened version of a statement on adult basic education and literacy, continuing training for new forms of work and development, and older workers (Henri Janne). Other contents are "New Perspectives in Continuing Education and Training in an Enlarged European Community," a general working paper drawn up by the Education Services of the European Commission; "Pointers for Continuing Education in Europe" (Jacques Delors); and conclusions and recommendations of the three working groups of the seminar: the development of basic adult education and literacy, the role of continuing education and training as a preparation for new forms of employment and development, and the problems of older workers and the transition to retirement and their implications for continuing education and training. Annexes include the seminar program and lists of participants and papers prepared on the three seminar themes. (YB)

ED 270 629 CE 044 589

Stone, James R., III

Conference Consensus Evaluation. National Marketing Education Curriculum Conference (Atlanta, Georgia, December 1984).

PUB DATE- Dec 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Conferences; *Core Curriculum; *Distributive Education; *Marketing; Needs Assessment; Postsecondary Education; Publicity; Public Relations; Secondary Education; *Standards
IDENTIFIERS- *Consensus

A Consensus Development Committee (CDC) was charged with responsibility for assessing the level of consensus on issue statements. The intention of the conference was to reach consensus on as many issues as possible related to curriculum and standards for marketing eudcation. Prior to the conference, authors of conference presentations and the conference planning committee identified 120 issues; conferees added 36 statements during the conference. Conferees reacted to each statement using a five-point scale. Statements that originally did not make consensus were evaluated and rewritten by the CDC and resubmitted to conferees for reaction. This process yielded 134 statements that met consensus. A second committee developed 15 recommendations related to the issue statements that reached consensus. Conferees indicated their level of agreement with the recommendation and the priority they felt each should have. Table 1 lists the percentage of respondents by job classification. Table 2 shows outcome statements that reached consensus and the mean level of agreement. These outcome statements are related to four conference goals: curriculum relevant and responsive to business and industry training needs, standards for program graduates, program awareness, and implementation of the conference's recommendations. Table 3 lists outcome statements that failed to reach consensus. Table 4 lists conference recommendations, level of agreement, and priority. (YLB)

ED 270 642 CE 044 617

Naguwa, Colleen Y.; And Others

Development of a Model for Incorporating Occupation-Specific Basic Skills Instruction for Auto Mechanics, Auto Body, and Food Preparation and Baking Job Training Programs.

Hawaii Univ., Honolulu. Employment Training Office.

SPONS. AGENCY- Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.
PUB DATE- Jun 86
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Programs; Adult Vocational Education; *Auto Body Repairers; *Auto Mechanics; Computation; *Food Service; Job Training; Listening Skills; Mathematics Skills; Occupational Home Economics; Reading Skills; Surveys; Trade and Industrial Education; Writing Skills

This resource guide provides results of a survey to validate basic skills competencies with area-specific employers and outlines available resources for each competency. Its intended audience includes the Employment Training Office's basic education instructors and other vocational educators. An introduction summarizes the survey project. The first section is a compilation of results from the basic skills surveys completed by 100 Oahu employers. An overall view is given first, followed by the three specific occupational areas--auto body, auto mechanics, and food preparation and baking, which is divided into separate entry-level positions. Each area includes a list of highlighted competencies followed by a chart of the actual response numbers from the surveys. Competencies are divided into these basic skills areas: writing, listening, reading, speaking, and computing. The second section is a resource listing. A matrix is provided for each competency area. The resources and corresponding bibliography numbers are listed in the column headings; the competencies are listed in the row headings. An individual resource listing follows. A 39-item bibliography provides further information on the resources: title, author(s), location, and type of material. A listing of additional resources and the survey instrument are also provided. (YLB)

ED 270 655 CG 019 108

Stall, Ron

Change and Stability in Maximum Annual Alcohol Consumption and Alcohol-Related Problems among Aging Males: A 19-Year Follow-Up Study.

PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the National Council on Alcohol (San Francisco, CA, April 18-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Alcoholism; Behavior Patterns; *Drinking; Followup Studies; *Longitudinal Studies; Males; *Older Adults

Research has consistently shown that among the non-institutionalized elderly, prevalence rates of heavy alcohol use and problem drinking are relatively small in comparison to younger age groups. This study examines how maximum annual alcohol consumption and problem drinking change as a concomitant of the aging process. This study of alcohol-use habits of the elderly helps to complete the understanding of how drinking styles evolve across the life span. A subsample (N=85) of 246 males who were first interviewed as a part of a random household drinking study in 1964 were reinterviewed 19 years later. The results revealed that decreases in drinking were likely to occur at the heavier levels of maximum number of drinks taken on a single occasion during the past year by the men in the longitudinal sample. Among the men who changed their drinking patterns, decrease was 8.6 times more likely to occur than increase. Of the men who had experienced at least one alcohol-related problem prior to 1964, one-half reported having at least one such problem during the follow-up period. Initiation of problem drinking among some men who did not report alcohol-related problems in 1964 was an unusual pattern. Despite limitations of this study, the findings are useful in interpreting the much-replicated cross-sectional finding of a decrease in problem drinking and heavy consumption during the latter part of the life course. (ABL)

ED 270 669 CG 019 122

Huesmann, L. Rowell; Bachrach, Riva S.

Differing Reactions to Television in Kibbutz and City Children.

PUB DATE- Aug 85
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- MH-31886; MH-38683
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Foreign Countries; Primary Education; *Programing (Broadcast); *Social Environment; Social Influences; Television Research; *Television Viewing; Urban Youth; *Violence
IDENTIFIERS- Israel; *Kibbutzim

Children's social and cultural environments may affect their perceptions of the reality of television violence. One of the problems in measuring the importance of societal variables is the difficulty in finding children whose social environments have differed for most of their lives in well prescribed ways. An exception to this are kibbutz- and city-raised children in Israel who represent different social environments in the same society. Subjects were 112 city children and 64 kibbutz children in first and third grades. Interviews with the children at three 1-year intervals provided an overlapping longitudinal design with data on first through fifth graders. Each year the children were interviewed in two group sessions. Children chose two programs they watched from a list of current programs and stated how often they watched them. The violence of the programs was rated and thus a child's television violence viewing score was derived. Identification, aggressive character identification, overt aggression, peer popularity, and aggressive fantasy were also measured. Among city children a significant positive relationship was found between television violence viewing and amount of aggressive behavior. Relations between exposure to media violence and aggression were not obtained from kibbutz children. Mitigating effects of television exposure for kibbutz children may have included patterns and amount of viewing, group viewing, powerful peer group norms, and the lack of popularity of aggressive children. (ABL)

ED 270 769 CS 209 817

Fair, Jo Ellen

The Role of the African Media in Patron-Client Relations: A Preliminary Look.

PUB DATE- Aug 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Content Analysis; *Developing Nations; Foreign Countries; *Government Role; *Mass Media; *Mass Media Effects; *Media Research; National Programs; Newspapers; News Reporting
IDENTIFIERS- *Development Communication; Ivory Coast; National Development; Nigeria; Patron Client Relationship

Noting the many difficulties in conceptualizing and analyzing development communication, this paper enriches the concept by linking it with a particular form of political, economic, and social organization common to many developing nations--the patron-client network. After a brief review of relevant communication and political science literature concerning the definition of development, development communication, and patron-client networks, the paper focuses on how patron-client ties and development communication are related as social forces in a developing nation. It then reports the findings of a small content analysis of newspapers from Nigeria and the Ivory Coast showing the amount and type of development communication news items available to African readers, and how the media's participation in the patron-client structure might influence the type of information disseminated. (FL)

ED 270 798 CS 209 881

McManus, John

The Media Environment of the '90s: A Period of Danger for Newspaper Journalism?

PUB DATE- Aug 86
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; Broadcast Reception Equipment; Cable Television; Communication Research; *Futures (of Society); *Information Networks; Journalism; Media Research; *News Media; *Newspapers; Television Research; Video Equipment; *Videotex

The news media of the 1990s will probably not use videotext systems or three-dimensional holograms to replace the newspaper. Instead, simpler combinations of news media that mimic the characteristics of print may replace advertising in newspapers, causing them to downgrade journalism or increase subscription cost, thereby decreasing circulation and social impact. The danger to journalism is based on five propositions: (1) teletext can mimic the interactivity of two-way videotext at a fraction of the cost; (2) by the mid-1990s, teletext will offer advertisers a print-like medium at a cost far below that of newspapers; (3) retailers are learning that many kinds of advertising need not appear between news columns to be read by consumers; (4) the marriage of interests between readers and advertisers will dissolve; (5) faced with a loss of advertising revenues, newspapers will either reduce the quality of journalism or maintain service only at high subscription rates for those who can afford it. Society will be affected adversely because the kind of news that exposes the problems in society and gives voice to those aggrieved is expensive journalism, the existence of which is threatened by these impending changes. A 60-item bibliography is appended. (SRT)

Flocke, Elizabeth Lynne
Editors' Attitudes toward Functions of the Community Press.

PUB DATE- Aug 86
NOTE- 42p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Editors; Journalism; News Media; *Newspapers; News Writing; *Press Opinion
IDENTIFIERS- *Community Newspapers

A study focused on isolating the differences in perceptions community newspaper editors have about the functions of their newspapers, and determining how those attitudes affect the editors' definition of news and, ultimately, the content of the newspapers. The study hypothesized (1) that the perceptions community newspaper editors have toward the functions of their papers fall into two clusters of beliefs--the feedback and the distributive orientations toward the functions of the community press--and (2) that the more editors are oriented toward a feedback function of the press the more they will view stories providing feedback as newsworthy and the more distributive oriented they are the more they will view distributive stories as newsworthy. Data were gathered through a pretested questionnaire and studied using factor analysis and correlation methods. Community editors, responding that the most important function of the community press is to present facts to inform readers, rated investigative and analytical functions much lower. Editors who believe strongly in a feedback function of the community press were found to be more likely to see as newsworthy events that place the focus on community problems and conflict, while those who are distributive oriented de-emphasized conflict and emphasized stories that give information about upcoming events such as routine official meetings or civic projects. Tables and footnotes are appended. (SRT)

ED 270 839 EA 018 505

Blakely, Craig H.; Stearns, Marian S.

Involvement of Parents and Citizens in Local Decisionmaking under the Education Block Grant. A Special Issue Report from the National Study of Local Operations under Chapter 2 of the Education Consolidation and Improvement Act.

SRI International, Menlo Park, Calif.

SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jan 86
NOTE- 110p.; For related documents, see EA 018 501-506.
CONTRACT- 300-83-0286
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Block Grants; *Citizen Participation; Citizen Role; Federal Aid; *Federal Legislation; *Governance; *Parent Participation; Parent Role; Participative Decision Making; School Districts
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; *National Study of Local Operations under Chapter 2

This document reports the findings of the National Study of Local Operations under Chapter 2 of the Education Consolidation and Improvement Act of 1981, the federal education block grant, regarding the involvement of parents and other citizens in the making of local district decisions concerning the use of the block grant funds. Data for the study came from a national mail and telephone survey and from site visits to 24 school districts in 8 states. The report's introductory chapter describes the history and intentions of Chapter 2, reviews previous research, lists the research questions underlying the parent and citizen involvement aspect of the larger study, and briefly describes the study methodology. The second chapter presents general findings about district Chapter 2 decision-making processes. The third chapter covers district efforts to involve parents and other citizens, the mechanisms created to facilitate involvement, and the relationships between district efforts and actual citizen involvement patterns. The fourth chapter looks at the degree of involvement citizens have in decision-making, the influence they exert, and the reasons for the involvement patterns found. The fifth chapter summarizes highlights of the findings and interprets their significance. Appendixes present error values for the tables accompanying the text and list the antecedent programs consolidated into the Chapter 2 block grants. (PGD)

ED 270 906 EC 182 903

Meyer, Donald J.; And Others
SIBSHOPS: A Handbook for Implementing Workshops for Siblings of Children with Special Needs.
Washington Univ., Seattle. Child Development and Mental Retardation Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
REPORT NO.- ISBN-0-295-96306-9
PUB DATE- 85
NOTE- 64p.
GRANT- G00810080
AVAILABLE FROM- University of Washington Press, P.O. Box C-50096, Seattle, WA ($14.95 plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Group Counseling; *Group Discussion; *Parent Education; *Program Implementation; *Siblings; Workshops

The handbook, an outgrowth of a project involving 8-13 year-old siblings of handicapped children and their parents, describes ways to implement sibling programs. Problems facing siblings are reviewed, including overidentification, resentment, and embarassment. Guidelines for conducting "sibshops" are offered with information on five goals, such as providing opportunities to learn more about implications of handicaps and to meet other siblings in a casual atmosphere. Suggestions are also presented for discussion activities designed for both siblings and parents. Such discussion activities for siblings include situational role playing and open discussions. Guidelines for conducting information and recreation activities are also provided. Three pages of references are included, as well as a four-page list of "Books about Handicaps for Young Readers." (CL)

ED 270 951 EC 190 203

Friedel, Jane B.; Witt, Anne M.
Communication Facilitated within Curricular Domains.
Great River Area Education Agency 16, Burlington, IA.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 247p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Speech); Behavioral Objectives; *Communication Skills; Elementary Secondary Education; Language Acquisition; Learning Activities; *Moderate Mental Retardation; *Speech Instruction; Vocabulary Development

Intended for staff working with trainable mentally retarded students, the manual presents communication goals and activities. The first of the manual's three components provides outlines of 20 communication goals, each of which contains an explanation of the goal, lists of skills or associated content material, and specific activities for implementing the goal in classroom domains. Among goals addressed are improving discrimination ability, auditory memory skills, and ability to use nonverbal language appropriately in conversation. The second component contains lists of words organized according to target speech sounds, instructions and activities for classroom articulation practice, and sample student articulation profile sheets. The third section consists of illustrations of six common participatory events depicting a sequential progression, associated vocabulary items and conversation starter pictures. Suggestions for picture use are included. (CL)

ED 270 683 CG 019 138

Oden, Nell S.; And Others

A Blueprint for Futuristic Planning in Guidance Renewal for the Jefferson County Schools, Birmingham, Alabama.

PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Los Angeles, CA, April 20-23, 1986). Charts contain small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Services; *Counselor Performance; Elementary Secondary Education; Long Range Planning; *Needs Assessment; *Professional Development; School Community Relationship; School Counseling; *School Counselors; *School Guidance
IDENTIFIERS- Jefferson County Schools AL

A plan to update a county school system's school guidance professional development program is described. The "Counselors of Tomorrow" model served as the impetus for this plan. The process in which the school counselors participated is described and includes these steps: (1) counselors participated in a conference which culminated in the identification of lists of resources and knowledge bases necessary to function in this time of transition and set three goals for personal and professional development; (2) counselors participated in a second conference which produced a counselor skill assessment instrument; and (3) a counselor steering committee developed a plan for renewal. The renewal plan is described as including identification of needed skills, development of programs based on needs, scheduling of full-day meetings, involvement of community agencies, and evaluation of programs. It is stated that this approach serves as an educational accountability plan resulting in improved counselor performance. Satisfaction with this approach for receiving updated information and techniques, identifying community resources, and developing a better sense of collaboration between counselors and community groups is summarized. (ABL)

ED 270 711 CG 019 168

OJJDP Jail Removal Initiative: Experiences and Accomplishments.

Boys' Clubs of America, New York, N.Y.; Illinois Univ., Champaign. Community Research Center.

SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- Apr 84
NOTE- 35p.; For related documents, see CG 019 166-170.
GRANT- J-LEAA-80-MU-AX-K007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Delinquency Prevention; Juvenile Courts; *Program Guides; Social Services; *Youth Problems; *Youth Programs
IDENTIFIERS- *Boys Clubs of America; *Detention

This document is an instructional guide for use by local Boys Clubs of America in promoting delinquency prevention and in designing programs to address the problem of the inappropriate detention of juveniles. The problem of inappropriate youth detention and the need for Boys Clubs to provide alternatives to detention are discussed in the introduction. Warning signals of potential crisis situations which need to be noticed and investigated are identified. A group experience program entitled "Youth Helping Youth" designed to help abused children share their experiences with peers and learn coping skills is presented as an example of one measure. Articles discuss ways of responding to youth in crisis in the areas of: (1) intervention in the juvenile system; (2) alternatives for clubs; (3) five successful emergency response programs; and (4) a sample action plan. A glossary of juvenile justice terms, a list of terminology used in juvenile cases, a worksheet for delinquency prevention planning, and a resource list are included. (ABL)

ED 270 725 CS 008 465

Parker, Sarah J.
Thinking about Thinking.

PUB DATE- 83
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; Convergent Thinking; Creative Thinking; *Critical Thinking; *Decision Making; Evaluation; Intelligence; *Learning Processes; *Problem Solving; Synthesis
IDENTIFIERS- Bloom (Benjamin S); Guilford (J P); *Higher Order

Thinking Skills

The teaching of decision-making, problem-solving, and higher-order thinking skills is necessary to ensure adaptability to our world of accelerated change. Living skills in the technology and information age will include the understanding and application of higher level thinking skills, which will be the educational "basics" of tomorrow. Although there are diverse opinions regarding what constitutes higher-order thinking skills, they include the development of higher cognitive levels (Piaget); the intellectual processes, that is, problem-solving, decision-making, synthesizing (Bloom); and intellectual activity, such as cognition and memory (Guilford). Teaching behaviors that seem to be important in developing thinking processes are teaching the basics of problem solving and asking difficult questions. Cultural and cognitive differences among learners influence which skills are taught and how they should be presented. Rather than preserve fact-oriented instruction, teachers can require analysis, synthesis, and evaluation of information using techniques such as a directed reading-thinking activity and inquiry learning, ana materials such as the QUEST (Questions to Upgrade and Encourage Student Thinking) Program and the CoRT (Cognitive Research Trust) Program. It is evident the educational evaluation needs to focus more on process assessment and less on product assessment. In this future-oriented society, teaching the learner to think as well as think-about-thinking will need to be considered a priority goal in the public curriculum. A five-page list of references concludes this document. (LLZ)

ED 270 740 CS 008 495

Sadoski, Mark; And Others
Imagination in Story Reading: The Role of Imagery, Processing Levels, Verbal Recall, and Literary Analysis.
PUB DATE- May 85
NOTE- 42p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Higher Education; *Imagery; Literary Criticism; *Reader Response; *Reader Text Relationship; *Reading Research; Recall (Psychology); Research Methodology; Story Grammar; *Story Reading
IDENTIFIERS- *Processing Levels

The spontaneous use of imaging and its relationships to verbal recall and literary analysis were investigated in a study in which 72 college students read a literary text under one of three sets of instructions that manipulated processing depth in an externally valid fashion. Imagery reports and free verbal recalls of the story were collected immediately and two days after reading the story. The results showed that imagery processing, like verbal processing and literary analysis, can be interpreted as having separate dimensions or levels, with superficial levels associated with textually explicit or textually implicit information, and deeper levels associated with more elaborate, reader-constructed responses. The findings support both levels of processing and dual coding in text processing. In addition, they indicate that specific images might symbolize or represent literary themes, that imagery is related to overall affective response to a story, and that a significant relationship exists between imaging a story segment and the story grammar macrostructure of that segment. Evidence of modality specific interferences between imaging and visually scanning print was also investigated. A unique aspect of the study was the development of a reliable methodology for classifying reports of the spontaneous use of imaging. (Author/FL)

ED 270 755 CS 209 779

Bratcher-Hoskins, Suzanne

Teaching Written Language: Points of Contact between Sophisticated Reading and Writing.

PUB DATE- Sep 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Arizona State Reading Council (Tucson, AZ, September 21-22, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Models; Reading Comprehension; *Reading Instruction; *Reading Strategies; *Reading Writing Relationship; Sentences; Sentence Structure; Syntax; *Writing (Composition); Writing Exercises; *Writing Instruction; Writing Processes; *Written Language
IDENTIFIERS- *Mapping

Reading and writing are both creative acts of communication that use written language as a vehicle for meaning. A strong theoretical case for teaching the two processes concurrently can be built by examining points of contact between reading and writing. One such point is context concerns. The Communication Triangle model (author/audience/ purpose) can be used to discuss readers' and writers' context concerns, which in turn guide peer review of writing as well as discussions of readings. An adaptation of this model (writer/ reader/subject) can both help begin the process of analyzing reading and guide the process of writing. Another point of contact between sophisticated reading and writing is main idea structure. A large body of research illustrates the power of developing a strategy (such as mapping) for locating the structure of main ideas for both comprehension and recall. Once the mapping strategy is familiar to students, it can be adapted for use as an organizational strategy for writing. Mapping can also be used to examine sentence structure (syntax), another point of contact between competent reading and writing. Students begin to visualize conceptual relationships, enabling them to break down difficult sentences in their reading and compose more accurate sentences in their own writing. Students should become more at ease with written language as a whole, as reading and writing are connected in their experience. (LLZ)

ED 270 784 CS 209 850

Post, James F.; And Others
Reporting on Radon: The Role of Local Newspapers.
PUB DATE- 3 Aug 86
NOTE- 38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Journalism; *Media Research; *News Media; *Newspapers; *News Reporting; News Writing; *Public Health
IDENTIFIERS- Pennsylvania; Press Responsibility; *Press Role; *Radon

Noting that past local media coverage of environmental topics, including those dealing with radiation topics, has often been superficial, a study assessed press coverage of the radon problem in the Lehigh Valley region of Pennsylvania during the first nine months of 1985. The study explored whether local media coverage of radon--a colorless, odorless, radioactive gas, linked to lung cancer and found in high quantities in areas of eastern Pennsylvania--would reflect superficial coverage, and, if it did, the reasons for the trend. The three-phase study included measuring the quantity and level of coverage; interviewing reporters, editors, and decision makers in the Lehigh Valley; and conducting a preliminary public opinion poll that relied on available subjects in shopping malls. Results indicated that although there was a great deal of local coverage alerting the public to the problem, the coverage was in fact superficial. Three factors contributing to the superficiality included (1) the event orientation of the articles, (2) the limited number of scientific news sources cited, and (3) local reporters' and editors' lack of scientific training or background. (DF)

ED 270 826 CS 209 951

Olasky, Marvin N.

Maidens of Miletos and Newspaper Coverage of Suicide: Examining Late Nineteenth and Late Twentieth Century Practice.

PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Death; Journalism; Media Research; *Newspapers; *News Reporting; *News Writing; *Press Opinion; Religion; *Social Change; Social History; Social Values; *Suicide; Value Judgment
IDENTIFIERS- Journalism History; Nineteenth Century; Twentieth Century

Recognizing that writing suicide stories is hard for reporters, a study examined 1,010 suicide stories from the 1879-1900 era published in 12 newspapers from around the United States to determine how American journalists at other times carried out similar assignments. The newspapers examined were the Atlanta "Constitution," Arkansas "Gazette," Chicago "Tribune," Dallas "Herald," Dallas "News," Los Angeles "Times," New York "Journal," New York "Times," New York "Tribune," San Antonio "Express," San Francisco "Examiner," and "Washington Post." The most surprising finding was the explicitness of many suicide stories. All of the newspapers surveyed, with the occasional exception of the Arkansas "Gazette," gave prominent display to suicide stories, and included mention of base motive and/or bloody detail. The message provided by suicide stories was straightforward: suicide was wrong, socially and theologically. Today, greater concern for invasion of privacy and awareness of potential lawsuits sometimes keeps journalists from being explicit in their judgment of suicide's rightness or wrongness, regardless of their personal feelings. Some reporters, influenced by the sociologist Emile Durkeim, stress societal and environmental causes of suicide, rather than personal failings. It is suggested, however, that journalists, when they approach their next suicide story, might keep in mind recent sociological studies that suggest religion is the central explanatory factor in suicide rate changes. (HOD)

ED 270 853 EA 018 531

Lyman, Lawrence R.; And Others

Staff Development for Instructional Improvement and Accountability.

PUB DATE- 28 Oct 85
NOTE- 21p.; Paper presented at: (1) Annual Rural and Small Schools Conference (7th, Manhattan, KS, October 28, 1985); (2) Annual Meeting of the Association for Supervision and Curriculum Development (San Francisco, CA, March 1-4, 1986); and (3) Annual State Leadership Conference (2nd, Wichita, KS, April 30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Elementary Secondary Education; *Faculty Development; Individualized Instruction; *Instructional Improvement; *Program Development; Program Effectiveness; Program Implementation
IDENTIFIERS- Clinical Teaching Model (Hunter); Geary County Unified School District KS

Using Madeline Hunter's Clinical Teaching Model as a guide, the Geary County Unified School District (Junction City, Kansas) established a staff development program that increased student achievement, assisted teachers in setting practical goals for the improvement of instruction, served as the impetus for the district's Effective Schools Program, and provided the opportunity for developing a useful liaison between the district and Kansas State University. This report describes the district, the events leading up to the decision to implement a staff development program using the Clinical Teaching Model, the characteristics of the program and the participants, the testing and improvement of the design for the program, the structuring and content of the two courses included in the teacher training aspect of the program, the nature of the clinical supervision aspect of the program, program objectives, the development of cooperation with the university, dissemination of the program to other districts, assessment of the program's impact according to participants and student test scores, and the program budget. Factors possibly accounting for the program's success are noted, including the facts that all teachers new to the district are required to participate and that all participants are paid. (PGD)

ED 270 920 EC 182 917

Tari, Andor J.; And Others
Annotated Bibliography of Autism 1943-1983.
Ontario Society for Autistic Children, Guelph.

REPORT NO.- ISBN-0-88955-035-2
PUB DATE- 85
NOTE- 465p.; The work was supported by a grant from the Hilroy Foundation Fellowship Program.
AVAILABLE FROM- Ontario Society for Autistic Children, 16 Caribou Crescent, Guelph, Ontario N1E 1C9 ($25.00 Can. in Canada; $25.00 in U.S. currency outside Canada, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Autism; Behavior Patterns; Biological Influences; Elementary Secondary Education; *Etiology; Genetics; Group Therapy; Incidence; Interpersonal Competence; *Intervention; Perceptual Development; Play; Prenatal Influences; Psychotherapy; Therapy
IDENTIFIERS- *Infantile Autism

The annotated bibliography of over 1,200 citations published between 1943 and 1983 is intended as a comprehensive reference guide to the scientific study of infantile autism. After a search of the literature was conducted, the information was organized by format and subject, first for journal articles (19 topics are concerned with general subjects, such as: epidemiology, genetic and prenatal factors, neurology, attention and arousal, cognition and cognitive processes, and play behavior; 18 topics are concerned with treatments, such as: psychotherapy, group therapy, residential treatment, medical care, and transfer of training); and then for four types of books (those written by professionals, personal accounts, proceedings/symposiums, and foreign books). Entries are arranged alphabetically by author within topic areas and include title, source, date, page numbers, and a brief abstract. (CL)

ED 270 936 EC 182 937

Kirby, Julia, Ed.
Early Childhood Intervention: An Investment in the Future. 1985 Report to the Texas State Legislature.
Texas Interagency Council on Early Childhood Intervention, Austin.; Texas State Dept. of Mental Health and Mental Retardation, Austin.

PUB DATE- May 85
NOTE- 24p.; A product of the Early Childhood Intervention Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Coordination; Delivery Systems; *Disabilities; *Early Childhood Education; *Intervention; Program Effectiveness; Services; *State Programs
IDENTIFIERS- *Texas

The report details accomplishments of Texas's Early Childhood Intervention (ECI) program and describes the program's interagency organization and services. The history of early intervention in Texas is traced and the need for early intervention documented. Interagency cooperation among the departments of health, mental health and mental retardation, human resources, and education is emphasized. Program components are reviewed including the advisory committee, public awareness and training opportunities for service providers, monitoring and evaluation, and service delivery in areas without funded programs. Among ECI services discussed are those that represent individualized, comprehensive, and quality levels of services. Effectiveness data are reported from a random sample of 558 children and their parents. Data cite child progress and increases in parental ability to help train their children. (CL)

ED 270 575 CE 044 508

Cann, Roger J.
Labour and Education: The Value of Utopian Ideas.
PUB DATE- Jun 86
NOTE- 16p.; Paper presented at the International Experts' Symposium (Vienna, Austria, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Vocational Education; Federal Government; Foreign Countries; *General Education; *Job Training; *Unemployment
IDENTIFIERS- Great Britain

The "utopian" area of liberal adult education is being attacked in Great Britain as an expensive service. Two reasons are (1) the weakness of the 1944 Education Act in clearly laying upon local authorities the statutory duty of providing adult education and (2) the blurring of the distinction between vocational and non-vocational provision. Most recently, liberal adult education is seen as not applicable to the problems of today. New training initiatives include a form of liberal adult education, but the learning is directed specifically to the worker as a worker, not as a person with other faculties. Current responses to the technological revolution and subsequent high levels of unemployment are unhelpful since they are based on an outdated view of society. Society fosters the Protestant myth of work and creates a climate where paid work is seen as necessary. It must move to a position where one can choose to work or not. Spending vast sums of money on training is damaging to a country and its people when no jobs are produced and trainees cannot find work. The unemployed need to be incorporated into a coherent social whole where everybody makes a contribution even if they are not in paid employment. (YLB)

ED 270 697 CG 019 154

Wheeler, Robert J.; Munz, David C.

Psychological and Physiological Effects of a Stress Management Program.

PUB DATE- Aug 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Coping; Health Education; Health Programs; *Hospital Personnel; *Office Occupations; *Physiology; Prevention; *Program Effectiveness; *Psychological Patterns; *Stress Management
IDENTIFIERS- *Health Promotion

Interest in health promotion has resulted in various programs designed to enhance health and prevent disease through changes in lifestyles. The effects of a widely used stress management program were analyzed in two studies. In the first study, office employees in treatment (N=21) and control (N=24) groups were administered the State-Trait Anxiety Inventory, the Profile of Mood States, the Individual Profile of Stressors, the Stress Locus of Control, and a Job Satisfaction index. Questionnaires were administered before the first stress management session, following the 12-week program, and 12 weeks after the second testing. Physiological scores were also measured. The results revealed that between the first and second testings, treatment subjects improved significantly more than control subjects on measures of trait anxiety, tension, depression, fatigue, confusions, external stress control, and job satisfaction. No significant differences were found between treatment and control groups by the third testing although in many cases both had improved. In the second study, hospital employees (N=87) enrolled in the stress management program completed the five questionnaires used in the first study and the General Well-Being Questionnaire again at three 12-week intervals. Subjects' test scores were found to have improved significantly at the second and third testings as compared to the pre-intervention scores. These findings suggest that the stress management program did produce beneficial changes although the specific reasons for improvement may be difficult to assess. (NB)

ED 270 867 EA 018 548

Kimpston, Richard D.; Anderson, Douglas
Teacher and Principal Stages of Concern regarding Implementation of Benchmark Testing--A Longitudinal Study.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Educational Innovation; Educational Testing; Elementary Secondary Education; Longitudinal Studies; Minimum Competency Testing; Program Implementation; *Teacher Attitudes
IDENTIFIERS- *Benchmark Testing; Stages of Concern about the Innovation

Principals and teachers involved in implementing benchmark testing in a large, urban, midwestern school district progressed from lower to higher stages of concern during the 4 years of a longitudinal study. A random sample of the teachers and all the principals in the district's 49 elementary, 9 junior high, and 10 high schools completed the Stages of Concern Questionnaire before benchmark testing (evaluating the attainment of academic objectives by students at particular grade levels) was introduced in the district. The same group also completed questionnaires 2 years later and at the end of the fourth year of the program. The questionnaires identified which of seven levels of concern related to innovations were most intense for each respondent, from low-level concerns for the self through middle-level, task-related concerns to high-level concerns about an innovation's impact. Among the study's findings were that elementary teachers' concerns were of higher levels than those of secondary teachers, that knowledge about the innovation raised the level of concern, and that English and mathematics teachers' concerns were of higher levels than those of others. This report concludes with a discussion of the findings' implications and some factors possibly affecting the findings. (PGD)

ED 270 893 EA 018 583

Bezeau, Lawrence M.

Level and Inequality of Per Pupil Expenditure as a Function of Finance Centralization.

PUB DATE- Nov 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Montreal, Quebec, Canada, May 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Centralization; Comparative Analysis; Economically Disadvantaged; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; Financial Needs; Foreign Countries; Living Standards; *Public Education; *School Statistics; Socioeconomic Status
IDENTIFIERS- Canada

This paper examines the level and inequality of annual per pupil expenditure in the public school systems of the United States and Canada as a function of the centralization of financing. The effect of centralized revenue collection was tested empirically using a sample consisting of the American states and Canadian provinces, while controlling for federal jurisdiction and northern state or territory. It was found that centralization had no effect at all on the level of per pupil expenditure but that relatively less wealthy jurisdictions had more centralized systems. Centralization appeared to reduce the inequality of per pupil expenditure but the magnitude of the effect was small. The centralization variables accounted for only 7 percent of the variance in the coefficient of variation of per pupil expenditure. One of the control variables, annual per capita personal income, had a strong relationship with the level, but not with the variation, of per pupil expenditure. Each additional dollar of personal income per capita resulted in an additional 20 cents of per pupil expenditure. (Author/TE)

ED 270 952 EC 190 204

Lepp, Daniel S.; Kiernan, Bonnie M.

Adolescent Program for Stutterers.

Keystone Area Education, Elkader, Iowa.
SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 38p.; Developed by the Division of Special Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Biofeedback; Relaxation Training; Secondary Education; Speech Handicaps; *Speech Improvement; *Speech Therapy; *Stuttering
IDENTIFIERS- *Keystone Adolescent Program for Stutterers

Written for speech-language clinicians in the school setting, the manual describes therapy techniques used in the Keystone Adolescent Program for Stutterers (KAPS). KAPS emphasizes the Airflow Technique, a self-regulatory approach consisting of two parts: (1) a quiet breathing in and out allowing the breath to flow out a distance before initiating phonation, and (2) a slowing of the first syllable of the utterance. Factors involved in implementing the technique are described along with an 11-step hierarchy of increasingly complex language patterns. Students are taught several techniques to handle dysfluencies as well as other rate control techniques. Relaxation training is also featured, as is electromyographic biofeedback training and the use of an automatic masker activated when the stutterer speaks and deactivated when silent. Appendixes include sample individualized education program forms and a list of suggested readings. (CL)

ED 270 968 FL 015 701

Ringbom, Hakan
Word Frequencies in Finnish and Finland-Swedish Learner Language.

PUB DATE- 85
NOTE- 16p.; In: Ringbom, Hakan, Ed. Foreign Language Learning and Bilingualism; see FL 015 699.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Determiners (Languages); *English (Second Language); *Essays; *Finnish; Foreign Countries; Function Words; Language Usage; Prepositions; Second Language Learning; *Swedish; Vocabulary Development; *Word Frequency; *Writing (Composition)
IDENTIFIERS- Finland

A comparison of the usage of English articles and prepositions by native speakers of Finnish and of Finland-Swedish studied the word frequencies of these grammatical categories in three levels of English essays written by school-leavers in Finnish-language and Swedish-language schools in Finland. It was hypothesized that the poorest essays written by Finnish-speakers would show lower frequencies in the use of English articles and of prepositions where simple one-to-one correspondences are difficult to establish. The frequencies of these words were expected to rise somewhat in intermediate essays and to rise to almost native-speaker level in the good essays. Because Finland-Swedish is grammatically closer to English, the figures for Finland-Swedish learners were expected to be higher than those of the Finns at the lower levels, but the figures for the best essays were not expected to differ very much. One hundred fifty essays on three levels of proficiency written by Finnish-speaking and the same number written by Swedish-speaking students were chosen to test the hypothesis. The data supported that hypothesis. It is concluded that the pattern of learning articles and prepositions in English where there are no easily established Finnish equivalents represents an avoidance by the students of linguistic features that are absent in the first language and perhaps considered redundant by the learner at early stages. The process should be considered a lack of transfer rather than indirect negative transfer of knowledge from the first language to the second. (MSE)

ED 270 983 FL 015 744

Nadelstern, Eric
The International High School at LaGuardia Community College: Bridging the Gap.

PUB DATE- 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *College School Cooperation; Community Colleges; Educational Opportunities; *English (Second Language); *High Schools; *Immigrants; *Limited English Speaking; *Nontraditional Education; Program Descriptions; Secondary Education; Secondary School Curriculum; Second Language Instruction; Two Year Colleges
IDENTIFIERS- *City University of New York La Guardia Comm Coll

The International High School, a collaborative project of the New York City Board of Education and the City University of New York, offers limited-English-speaking immigrants a five-year articulated high school-college curriculum, beginning with grade 10, leading to either a high school diploma or a number of associate degrees. The curriculum was designed to bridge the gap between high school graduation requirements for limited English-proficient students and college entry expectations. In response to immigrants' needs the curriculum combines substantive study of all subject matter with intensive study and reinforcement of English language skills. The school has replicated successful teaching strategies used at LaGuardia Community College's Middle College, a public alternative high school founded in 1974. All graduates of the International High School are guaranteed admission to LaGuardia Community College, and students may take college-credit courses during the high school program. Courses specifically designed for high school students and taught by college professors are available. High school students are part of the college community and have full use of the college facilities. (MSE)

ED 270 999 FL 015 764

Suleiman, Saleh M.
The Phonological Assimilation of Borrowing.
PUB DATE- Apr 83
NOTE- 20p.; In: Proceedings of the Annual Linguistics Conference (2nd, Irbid, Jordan, April 1983). See FL 015 762.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; English; Language Attitudes; *Language Usage; *Linguistic Borrowing; Linguistics; *Phonology; Sociocultural Patterns; *Vocabulary
IDENTIFIERS- Jordan

Linguistic borrowing from English to Jordanian Arabic at the lexical level is described, focusing on phonology and the extent to which Jordanian Arabic has affected the phonetic structure of English loans assimilated partially or completely into it. Conspicuous distinctive sound features in the two languages that may affect non-native speakers' pronunciation of loan words are examined, and common patterns of phonemic interference and substitution are analyzed. Aspects of the phonology of the assimilation of loan words discussed include devoicing, voicing, emphasis (or velarization), gemination, consonant cluster simplification, flapping, and vowel lengthening. Three sociolinguistic trends in English loan word assimilation are noted: (1) one group of speakers attributes considerable prestige to lexical innovation and borrowing and strives to show adequate knowledge and near-native English speech; (2) a second group, the majority, uses loan words unknowingly and exerts a great influence on their morphology, with a near-complete morpho-phonemic adaptation of some words; and (3) classicists or purists tend to resist all traces of foreign linguistic encroachment on Arabic and search for genuine Arabic terms or coinages for foreign concepts. (MSE)

ED 271 015 FL 015 780

Barkho, Leon Y.
Arabicization and the Role of English Language Teaching in Arab Universities with Special Reference to the Iraqi Experiment.
PUB DATE- Apr 84
NOTE- 16p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; *College Second Language Programs; *Educational Needs; English Curriculum; *English for Science and Technology; Foreign Countries; Higher Education; International Cooperation; *Language Maintenance; Language Planning; Public Policy
IDENTIFIERS- *Iraq

A number of Arab countries, particularly those in which English is a foreign language, have gone to considerable lengths to stress and ensure the use of Arabic as a medium of instruction and expression for all branches of higher education. Progress in Arabicization has been accompanied by a diminishing role for the teaching of English to Arab students of science and technology, in which a reasonable knowledge of English is essential for access to scientific literature of the world and to technological advances. In Iraq, the importance of English language study has been emphasized by law in higher education and in the international process of coordinating Arabicization. In the late 1970s, programs were developed at two Iraqi universities to prepare teachers both for teaching and for developing courses in English for science and technology. There is need for further research and program development to expand and improve university English teaching in the Arab world as a means to scientific and technological learning, but it will be dependent on improved coordination among Arab universities and the understanding that a balance of Arabic and English is needed for the process of Arabicization to be effective. (MSE)

ED 271 032 HE 018 289

Principles for Developing Credit-Based Instructional Programs with a Business, Industry, or Other Non-Collegiate Organization. Self-Regulation Initiatives: Resource Documents for Colleges and Universities. No. 1.

American Council on Education, Washington, D.C.

PUB DATE- Dec 84
NOTE- 6p.
AVAILABLE FROM- American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Students; *College Instruction; Continuing Education; Contracts; *Cooperative Programs; Corporate Education; *Credit Courses; Curriculum Development; *Employees; Employment Practices; Higher Education; Industry; Personnel Policy; *Program Administration; Satellite Facilities; *School Business Relationship

Guidelines on the design and operation of credit-based instructional programs for employees of a business, industry, or other non-collegiate groups (e.g., government unit, association, union) are offered for colleges and universities. The guidelines apply to on- or off-campus instructional programs, including independent study, work experience programs, and programs delivered by various technologies. Advice concerning curriculum development and instruction for students who are employees of a non-collegiate organization include: assessing the needs of potential learners; taking into account the adult student's previous postsecondary-level learning; and providing a description of the instructional program or course. Additional guidelines cover: support services, credentials offered by the institution, administrative arrangements, and the content of written agreements by which colleges offer educational services for employees of a non-collegiate organization. Recommended administrative practices include: an officially designated liaison representative at both the college and the cooperating non-collegiate organization; and compensation for faculty comparable to the rate paid for similar services afforded in campus-based or extension classes. (SW)

ED 271 046 HE 019 407

The Financial Position of Universities in Ontario: 1986. Report 86-2.
Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-208-0
PUB DATE- Jun 86
NOTE- 67p.; Statistical tables contain small print.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Cost Indexes; *Educational Finance; Employment Patterns; *Expenditure per Student; Expenditures; *Fiscal Capacity; Foreign Countries; *Higher Education; Income; *Operating Expenses; Tax Effort; Teacher Salaries
IDENTIFIERS- Canada; *Ontario

Data on the financial position of Ontario's universities are provided. Statistical tables and graphs cover: expenditures per client served, 1977-1985; percentage increase in provincial operating grants and total budgetary expenditures, 1977-1986; Ontario Universities' share of provincial budgetary expenditures; growth of Ontario Gross Domestic Product, government, and grants to universities, 1977-1985; interprovincial comparisons of operating grants to universities per full-time equivalent student, 1977-1986; provincial operating grants for universities per $1,000 of provincial personal income; percentage of universities' general operating income, 1984-1985; percentage of universities' total income, 1984-1985; estimated tax capacity, tax revenue, and tax effort, 1985-1986; capital expenditures and borrowings, Province of Ontario, 1977-1987; average salaries of full, associate, and assistant professors, 1977-1985; comparison of benefit costs, 1977-1986; index of expenditure on library acquisitions; and total expenses by province for buildings, land, and site services, 1984-1985. Appendices include an update of the Ontario University Non-Salary Price Index and a 1985-1986 summary of the Report of the Committee on Enrolment Statistics and Projections. (SW)

ED 271 060 HE 019 441

Rush, Donna Safian; Belock, Shirley
Ethnicity, Academic Skills and Nursing Student Achievement.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; *Academic Achievement; *Admission Criteria; *Certification; *College Programs; Competence; Grade Point Average; Higher Education; Licensing Examinations (Professions); *Nursing Education; *State Standards
IDENTIFIERS- *Florida International University

The study addressed the effect of admission criteria used by the School of Nursing at Florida International University and how they related to student success in completing the nursing program, passing the state licensure examination, and becoming registered nurses (RN). Attention was focused on the use of the state-instituted College Level Academic Skills Test (CLAST) as a mandatory requirement for admission to the junior year in a state university. The CLAST Examination assesses the ability of the student to read comprehensively, to write a sentence clearly and concisely, and to conceptualize and analyze at a basic level. The effect of CLAST scores on the success rate of nursing students and graduates was evaluated, along with students' grade point average, ethnicity, and whether the student was born in the United States. Further attention was directed to the level of academic skills such as reading, writing, and mathematics that students need prior to enrolling in nursing studies. The study population consisted of 55 students admitted to the program in 1983. Findings include: scoring high on CLAST was linked to scoring high on the licensure exam; grade point average and licensure exam scores were correlated; and the older the student, the higher the CLAST score, the licensure exam score, and grade point average. (SW)

ED 271 074 HE 019 455

Entwistle, Noel

Approaches to Learning in Higher Education: Effects of Motivation and Perceptions of the Learning Environment.

PUB DATE- Apr 86

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Environment; *Cognitive Style; *College Students; Educational Research; Factor Analysis; Higher Education; Learning Motivation; *Learning Processes; Qualitative Research; Research Methodology; Statistical Analysis; *Student Attitudes; *Student Motivation

IDENTIFIERS- *Europe

European studies that investigated motivational and contextual influences on students' approaches to learning are reviewed. The studies used both quantitative and qualitative methodologies. Both interviews with students and factor analysis of inventories have assessed deep and surface approaches to learning. In some studies, learning approaches in different academic disciplines and across a range of academic activities (e.g., reading, essay-writing) have been assessed. The inventories include the Approaches to Studying Inventory and the Inventory of Learning Processes. Findings of both qualitative and quantitative studies indicate that different forms of motivation are associated with the three main approaches to learning (deep, surface, and strategic). Intention and process in student learning seemed to be inseparable. Learning approach was strongly affected by assessment procedures, workload, freedom in learning, and by what students perceived to be good teaching. Definitions are provided for the following learning approaches and styles: deep approach, surface approach, strategic approach, comprehension learning style, and operation learning style. Exploration of students' perceptions of contextual influences on studying is recommended. (SW)

ED 271 088 HE 019 471

Teaching to Potential. Proceedings of the Regional Conference on University Teaching (1st, Las Cruces, New Mexico, January 9-10, 1985).

New Mexico State Univ., Las Cruces.

PUB DATE- Jan 85

NOTE- 698p.; The papers have been grouped and separately analyzed under the three major conference themes; see HE 019 468-470 for complete complete listings of titles and authors.

LANGUAGE- English

EDRS Price - MF04/PC28 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Authoring Aids (Programing); *Basic Skills; *College Instruction; *Computer Assisted Instruction; *Computer Assisted Testing; Computer Software; Developmental Studies Programs; Educational Television; Futures (of Society); Higher Education; *Remedial Instruction; Teacher Education; *Technological Advancement

Research findings on college instruction are discussed in 43 papers from the first Regional Conference on University Teaching. The papers are grouped under three large theme areas: "Teaching, Technology and the Future" (15 papers), "Computer Designed Instruction & Testing" (13 papers), and "Basic Skills: Dealing with Differences" (15 papers). The proceedings concludes with a special address by Donald C. Roush on "Quest for Quality." (AA)

Chaloux, Bruce N.
The Project on Assessing Long Distance Learning via Telecommunications. Project ALLTEL. A Summary Report.
Council on Postsecondary Accreditation, Washington, D.C.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Distance Education; *Evaluation Methods; Higher Education; Instructional Innovation; Legal Problems; Program Implementation; *Research Methodology; State Agencies; State Standards; Teaching Methods; Technological Advancement; *Telecommunications

This summary report describes efforts to bridge developments in the use of technology in delivering higher education services with the traditional roles and responsibilities of state agencies, accrediting bodies, and institutions (Project ALLTEL). Designed to suggest policies and procedures to states and accrediting institutions charged with assessing higher education services delivered by telecommunications, the contents are divided into eight major sections: (1) introduction; (2) project objectives and organization; (3) evolution of the goals statement; (4) development of an institutional profile, i.e., means by which information about an institution's activity via telecommunications can be collected; (5) the legal setting for telecommunications instruction; (6) the final products; (7) the ALLTEL teleconference; and (8) summary and conclusions. The section on final products includes copies of a proposed national strategy for assessing long distance learning through telecommunications, the Statement on Accreditation and Authorization of Distance Learning through Telecommunications, and the Institutional Profile for Telecommunications Instruction. Appendices contain lists of the accreditation task force, authorization task force, legal task force, technology advisory committee, implementation task force, and consultants, as well as the Joint Statement of the Accreditation, Authorization and Legal Task Forces on Assessing Long Distance Learning via Telecommunications. (JB)

ED 271 116 IR 051 553

Wright, H. Stephen
Filing Rules of the Northern Illinois University Music Library.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; *Cataloging; Higher Education; Library Catalogs; *Library Collections; Library Services; *Library Technical Processes; *Music; *Subject Index Terms
IDENTIFIERS- *Northern Illinois University

This filing manual was developed to address certain problems unique to music catalog filing. Prior to development of the manual, a thorough study of the existing arrangement in the Northern Illinois University Music Library's catalog was undertaken and staff members were interviewed to determine the extent of "unwritten" rules, if any existed. The rules in this document were designed to conform as closely as possible to existing filing practice in the Music Library; the new elements are principally more detailed explanations of the basic rules, and many new rules governing problematic situations such as uniform titles are introduced. The general emphasis of these rules is literal; the major exception is the treatment of subject headings, in which a traditional hierarchical approach is applied. There are also special rules to allow interfiling of some AACR1 (Anglo American Cataloging rules, 1st edition) and AACR2 (Anglo American Cataloging Rules, 2nd edition) uniform titles. There are no rules governing the filing of printed versus recorded manifestations of music or works by authors versus works about authors. Many of the examples illustrating the rules were contrived especially for this manual, and do not necessarily represent valid AACR2 headings or Library of Congress (LC) subject headings. (THC)

ED 271 131 JC 860 293

Peterson, James; Bailey, Stephen
Interim Report on the AAC-Mellon Project from Knox College.
Knox Coll., Galesburg, Ill.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Association of American Colleges, Washington, D.C.
PUB DATE- Jun 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; *Intercollegiate Cooperation; Postsecondary Education; Private Colleges; Student Personnel Services; Student Recruitment; *Transfer Policy; Two Year Colleges; *Two Year College Students

In 1985, Knox College was chosen to participate in the Association of American Colleges/Mellon Transfer Grant Program, which sought to assist community college students in making the transition to the four-year college environment. Four local community colleges, Carl Sandburg College (CSC), Illinois Central College (ICC), Blackhawk East Community College (BECC), and William Rainey Harper College (WRHC), were invited to participate in the planning and implementation of activities to improve transfer opportunities. Discussions with college representatives focused on three broad categories: (1) articulation and advising, including issues such as course equivalency and student course planning; (2) orientation to assist in student adjustment from the two- to four-year college environment; and (3) recruitment, including issues related to the identification, counseling, and encouragement of potential transfer students. Initial efforts focused on the establishment of articulation agreements awarding 2 years worth of credit towards Knox College graduation to students transferring with an associate of arts or associate of science degree from one of the participating colleges. Other activities included the attempt to develop a course equivalency guide for BECC courses and a joint admission program for students enrolled in WRHC's QUEST program of accelerated liberal arts. (RO)

ED 271 144 JC 860 350

Creamer, Don G.
A Performance Standard for Community College Counseling: Institutional Goal Attainment.

PUB DATE- Feb 86
NOTE- 26p.; Paper presented at a Regional Symposium of the National Council on Student Development (Orlando, FL, February 6-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Counseling Effectiveness; *Counseling Objectives; *Counseling Services; Counselor Role; *Educational Counseling; *Evaluation Criteria; *Organizational Objectives; Two Year Colleges

Various perspectives on the current state and future of community college counseling are examined in this paper. First, four commonly practiced approaches to counseling are described: (1) the integrated perspective, which views counseling as a form of teaching which is an integral part of educational programs of the community college; (2) the ancillary perspective, which sees counseling as a luxury whose role in the educational process is unclear and possibly unnecessary; (3) the comparative worth perspective, which perceives the contribution of counseling as smaller than that of other aspects of community college education, considering it a weak link in the educational process that needs a new vision about its central purpose; and (4) the organizational effectiveness perspective, which sees counseling as a unit of an organization with its own specialized tasks and objectives. After estimating the future of community college counseling from each of these perspectives, the paper proposes an alternative model for counseling services of the future based on the evaluation of these services in terms of their contribution to the achievement of the goals of the college. Drawing from organizational effectiveness literature, "domains of effectiveness" are identified as related to the achievement of organizational goals, environmental conditions are translated into indicators of effectiveness, and performance standards for the counseling unit are suggested. The final sections point to institutional contexts which are more suitable than others for the application of the organizationally oriented performance standards for counseling, and call for dialog on the proposal. (EJV)

ED 271 158 JC 860 367

Dickmeyer, Nathan; Cirino, Anna Marie

Comparative Financial Statistics for Public Community and Junior Colleges, 1983-84: An Experimental Study of 560 Institutions.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; National Center for Educational Statistics (ED), Washington, D.C.

PUB DATE- Apr 85

NOTE- 105p.

AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036-1178 ($25.00, NACUBO members; $30.00, non-members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; *Enrollment; Expenditures; *Financial Support; Income; Instructional Student Costs; National Surveys; Noninstructional Student Costs; School Personnel; School Statistics; Teacher Student Ratio; Tuition; *Two Year Colleges

Comparative financial information for fiscal year (FY) 1983-84 is presented in this report, derived from two surveys of a sample of 560 public community and junior colleges. Chapter 1 provides guidance on the use of the report in comparing institutional statistics with national and peer group medians; points out limitations of the data; and summarizes findings in the areas of expenditures, revenues, service area, and staffing. Chapters 2 and 3 present data on the medians and quartiles for the full sample, touching upon expenditures, revenues, course enrollment distributions, salaries, and student/staff ratios. Chapter 4 offers medians and quartiles for institutional peer groups classified by enrollment size and vocational/technical designation. Report highlights indicate that: (1) the median college spent $3,392 per credit full-time equivalent student in FY 1984; (2) total current fund revenues increased by one-third from FY 1979 to FY 1984; (3)

academic expenditures accounted for approximately 60% of the budget from year to year at the median institution; and (4) students paid $638 in tuition and fees at the median college, accounting for 18% of the revenues. Appendices contain information on study methodology, participating colleges, and peer group composition; sample surveys; and definitions of terms. (EJV)

ED 271 171 JC 860 385

Dawson, George

Business Research Methods: A Study Guide.

State Univ. of New York, Saratoga Springs, NY. Empire State Coll., Center for Business and Economic Education.
PUB DATE- 84
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Business Administration Education; Colleges; Higher Education; *Research Methodology; Research Needs; *Research Problems; *Research Skills; Research Tools; *Statistical Analysis; Student Research
IDENTIFIERS- *Business Research

This study guide provides an overview and model of business research. First, introductory material defines research and discusses the benefits of studying business research methods for both producers and consumers of research. In the next section different types of research are discussed, including experimental, ex post facto, quasi-experimental, survey research, case studies, historical research, philosophical inquiry and policy analysis, and comparison studies. Next, a model for approaching a research problem is presented which calls for the following steps: (1) identify and define the problem; (2) explain the significance of the problem; (3) set forth the purposes of the study; (4) examine related literature; (5) formulate hypotheses; (6) decide on the type of information needed; (7) decide on the methods to be used in gathering the data and in analyzing it; (8) carry out the research plan; (9) compile the data and analyze the findings; (10) interpret the results and draw conclusions; (11) write a report and make recommendations; and (12) prepare a follow-up study. The next section discusses prerequisites for the study of business research methods such as basic statistics and college algebra. The last sections list required readings and recommended supplements, ideas for learning activities, and a bibliography. (RO)

ED 271 184 JC 860 400

Groff, Warren H.
Leadership: Vision & Structure. Resource Paper No. 36.
National Council for Resource Development, Washington, D.C.
PUB DATE- Mar 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *College Administration; *College Planning; Educational Assessment; *Educational Planning; Educational Strategies; *Futures (of Society); *Leadership; *Long Range Planning; Two Year Colleges
IDENTIFIERS- *Strategic Planning

Research indicates that leaders tend to be remarkably well-balanced people who embody four areas of competency: vision, the ability to communicate that vision, positive self-regard, and the ability to build trust with associates. The process of creating a vision of the future requires an understanding of the opportunities and threats present in the external environment, and of the strengths and weaknesses characterizing the internal environment. The technology of strategic planning and management, including both internal audit and external assessment, offers a model for developing this requisite understanding. Developing a vision of the future also requires a commitment to key concepts about the study of the future and a planning horizon. By tracing the development of social systems (e.g., business and industry, health and human services, government and military, and education and training) through the post-industrial, early technical, and advanced technical phases of society, one can begin to specify possible, probable, and preferable futures. These visions and preferred scenarios must then be transformed into a multi-year plan of action. The ability to implement this plan requires that the planning, research, and development function of a college be located near the top of the organizational structure in order to assist the chief executive officer in creating a long-term vision for the institution. (RO)

ED 271 198 PS 015 762

Axel, Helen
Corporations and Families: Changing Practices and Perspectives. A Research Report from the Conference Board.
Conference Board, Inc., New York, N.Y.

REPORT NO.- ISBN-0-8237-0309-6
PUB DATE- 85
NOTE- 60p.
AVAILABLE FROM- The Conference Board, Inc., 845 Third Ave., New York, NY 10022 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employed Parents; Employer Employee Relationship; *Family Structure; *Fringe Benefits; Institutional Environment; Institutional Role; Labor Force; Leadership; *Personnel Policy; *Social Change
IDENTIFIERS- *Business Role; *Institutional Responsiveness

Based on interviews, research workshops, and discussions with corporate executives throughout the United States, this study investigated increased diversity in family structure and its impact on corporate personnel policies, employee benefits and services, and the attitudes of management. Part I provides a backdrop of recent trends in the family composition of the work force; an overview of companies particularly receptive to family-suppportive programs; and some general observations about how changes in corporate policies are initiated, implemented and evaluated. Part II focuses on personnel policies, benefits and services: how they are being affected by new labor-force constituencies; how some are becoming more family supportive; and how employers are reacting to these trends. The study findings suggest that family-supportive human resource programs are more likely to be adopted by companies that have relatively high proportions of young, female, technically skilled, and/or nonunion workers, and firms that reflect a family origin, a consumer orientation, or a strong sense of social responsibility. In most situations, corporate motives for responding to the family needs of workers tend to be more pragmatic than philosophical. A majority of the new programs and services currently being offered by corporations appear to have found only limited application within their host firms. (RH)

ED 271 213 PS 015 886

McClean, Holly, Comp.; And Others
Directory of Child Day Care Centers. Volume 2: North Central.
REPORT NO.- ISBN-0-89774-328-8
PUB DATE- 86
NOTE- 434p.; For Volume 1 in this series, see ED 266 883.
AVAILABLE FROM- Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483 ($62.50; To order toll-free, call 1-800-457-ORYX; in Arizona, Alaska, and Hawaii, call 602-254-6156).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Certification; *Day Care; *Day Care Centers; Directories; Early Childhood Education; *Facility Guidelines; Geographic Regions; Municipalities; *Reference Materials; Resource Materials; Standards

Part of a four-volume reference series on licensed child day care facilities across the United States, this volume targets nearly 13,000 facilities in the states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. Arranged alphabetically by state and city, entries include the name and address of a facility, with most entries also including telephone number, contact name, capacity, and age range served. An index contains an alphabetical listing of facilities by name. An appendix notes how individual states license their day care facilities and gives the office to contact for more information. (HOD)

ED 271 229   PS 015 903

Handbook for Day Care Professionals.

Day Care Information Service, Bethesda, MD.

PUB DATE- 86

NOTE- 69p.

AVAILABLE FROM- Day Care Information Service, 4550 Montgomery Avenue, Suite 700 N., Bethesda, MD 20814 ($29.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Advocacy; Certification; *Day Care; Early Childhood Education; *Employer Supported Day Care; Fund Raising; Health; Information Dissemination; Inservice Teacher Education; *Insurance; *Microcomputers; *Program Administration; Safety; School Age Day Care; State Programs

This handbook for day care professionals is organized in 13 sections. Topics discussed are adminstration, advocacy, computerization, employer-sponsored child care, funding and fundraising, information and referral, legal issues, licensing and regulatory issues, school age child care, state initiatives, training, and health and safety. A special seven-page report, "The Day Care Insurance Crisis," focuses on increased costs and cancellations of day care insurance. (RH)

Recreacion/Transporte. Libro del Profesor (Recreation/Transportation. Teacher's Guide). B3. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 83
NOTE- 154p.; For the English version, see ED 248 094; for other guides in the series, see RC 015 744-750. The three sets of student activity folders were removed due to reproducibility.
GRANT- 28-84-0023
AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.
LANGUAGE- Spanish
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; Cognitive Development; *Grade 2; Instructional Materials; Language Arts; Learning Activities; *Migrant Education; *Occupational Information; Pretests Posttests; Primary Education; *Recreation; Skill Development; Teaching Guides; *Transportation; Units of Study
IDENTIFIERS- *CHOICE (Career Education Curriculum)

Written in Spanish, this guide for the grade 2 career education unit for migrant children focuses on the fields of recreation and transportation. Like the English version, the guide covers 11 jobs--travel agent, tour guide, camp counselor, coach, usher, school bus driver, airplane pilot, trucker, mover, railroad conductor, and astronaut. Student workbook pages along with additional information for the teacher on the pages facing the student pages are contained in the guide. The student workbook pages contain language arts and mathematics activities. Job and role information for the unit are provided along with activities designed to teach students about the tools and tasks of each job and to help students practice telling time, determining consonant and vowel sounds, finding the main idea, and determining cause and effect. Activities involve sequencing, self-expression, and classification. A pre- and post-assessment with student test leaflet, teacher guide, and answer sheet utilizes pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. (NQA)

ED 271 257 RC 015 810

Manning, Thomas; Knecht, Elizabeth
Northwest Coast Indian Art.
Alaska State Museum, Juneau.
PUB DATE- 85
NOTE- 60p.; Funded in part by the Friends of the Alaska State Museum. Photocopied illustrations will not reproduce clearly.
AVAILABLE FROM- Alaska State Museum Shop, P.O. Box FM, Juneau, AK 99811 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; American Indian Culture; American Indians; *American Indian Studies; Art Education; Art History; *Cultural Influences; *Design Crafts; Elementary Secondary Education; *Resource Units; Tribes; *Visual Arts
IDENTIFIERS- Alaska; Haida (Tribe); *Northwest Coast Indian Art; Tlingit (Tribe); Tsimshian (Tribe)

The visual art forms of the Northwest Coast Indian Tribes of Alaska (Haida, Tlingit, and Tsimshian) share common distinctive design elements (formline, ovoid, U-form, and curvilinear shapes) which are referred to as the "Northern Style." Designs represent events or characters taken from the oral tradition of song and legend. Characteristics of these elements are described and identified, and photographs of 19 art objects illustrating these elements are included in this collection of color plates. The art objects include a woven basket, carved and painted bentwood chests and boxes, carved bowls and spoons, woven and carved ceremonial hats, musical rattle, "Cooper" plate, shaman's charm, a free-standing sculpture, halibut hook, carved argillite tray, and silver bracelet. The reverse side of each color plate presents descriptive information about the object including (when available) measurements, artist, history, uses, Indian name, material, and construction processes. (NEC)

ED 271 272 RC 015 834

Korsching, Peter F., Ed.; Gildner, Judith E., Ed.
Interdependencies of Agriculture and Rural Communities in the Twenty-First Century: The North Central Region. Conference Proceedings.
North Central Regional Center for Rural Development, Ames, Iowa.
SPONS. AGENCY- Economic Research Service (DOA), Washington, D.C.; Extension Service (DOA), Washington, D.C.; Farm Foundation, Chicago, Ill.
PUB DATE- 86
NOTE- 242p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Agricultural Trends; Agriculture; Change Agents; Change Strategies; *Community Change; *Futures (of Society); Interaction; *Policy Formation; Rural Areas; *Rural Development; Rural Economics; Socioeconomic Influences
IDENTIFIERS- *Impact; *Interdependence; United States (North Central)

Texts of 12 research papers are presented in this proceedings of a 1985 conference specifically focusing on the interdependence of agriculture and rural communities. Titles of Session I papers providing information on the current situation and trends in agriculture and rural communities are "An Overview of the Nonmetro Economy and the Role of Agriculture in Nonmetro Development," "Agriculture and the Community: The Sociological Perspective," and "Rural Economies and Farming: A Synergistic Link." Session II papers addressing the impact of agricultural development on rural areas include "Natural Resource Linkages to Agricultural and Rural Development," "Part-time and Limited Resource Farms and Economic and Social Growth in Rural Areas," and "Impact of Agricultural Development on Socioeconomic Change in Rural Areas." Session III papers considering impacts of community development on agriculture are "Infrastructure and Agriculture: Interdependencies with a Focus on Local Roads in the North Central States," "Social and Institutional Infrastructure: The Relationship to Agricultural Development," and "Relationships of Nonfarm Employment to Agricultural Development." Session IV papers presenting implications and policy recommendations for rural areas include "Community Capacity Building to Take Advantage of Opportunities for Agricultural and Rural Development" and "New Policies to Take Advantage of Opportunities for Agricultural and Rural Development." The proceedings include comments on each session and comments by administrators. (NEC)

ED 271 285 SE 046 623

van Lieshout, Ernest C. D. M.

Developing a Computer-Assisted Strategy Training Procedure for Children with Learning Deficiencies to Solve Addition and Subtraction Word Problems.

PUB DATE- 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Computer Assisted Instruction; Elementary Education; *Elementary School Mathematics; Foreign Countries; *Learning Disabilities; Mathematics Instruction; Mental Retardation; Problem Solving; Secondary Education; *Secondary School Mathematics; *Subtraction; Training; *Word Problems (Mathematics)
IDENTIFIERS- Mathematics Education Research

Two training procedures were constructed to teach children with learning deficiencies to solve simple addition and subtraction word problems. Each training procedure was evaluated in a separate multiple baseline design across subjects. The experiments were designed to prepare for the development of computer assisted training programs. Two female mildly retarded children (age 14) participated in the first experiment. They were taught to work systematically through the problem task and to pay attention to several important components of the problem text. The training procedures turned out to be effective. Research was continued with a computer assisted training experiment. The computerized training procedure is described in relation to the findings of the first experiment. The second experiment was run with three male disabled children (age 10-11). They were taught to draw a diagram as an external representation of the problem. The diagrams reflected the properties of "change," "combine" and "compare" problem types. This training method appeared to be effective as well. The differences in the nature of the efficiency of these two training methods was discussed. The results were analyzed by graphing correct problems, mean response time, number of errors, and mean percentage of correct steps over training sessions. (Author/JM)

ED 271 300 SE 046 654

America's Soil and Water: Condition and Trends.
SPONS. AGENCY- Soil Conservation Service (DOA), Washington, D.C.
PUB DATE- Dec 81
NOTE- 36p.; Contains colored figures and photographs which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Agriculture; *Conservation (Environment); *Conservation Education; Environmental Education; Forestry; *Land Use; Natural Resources; Physical Environment; *Rural Environment; Science Education; *Soil Conservation; Trend Analysis; Water Pollution; *Water Resources
IDENTIFIERS- *Environmental Management

A review of conditions and trends regarding soil and water resources of rural nonfederal lands of the United States is presented in this publication. Maps, charts, and graphs illustrate the data collected on various aspects of soil and water use and practice. Topic areas considered include: (1) land use patterns; (2) classes of land; (3) croplands; (4) erosion problems and prevention techniques; (5) rangelands; (6) forest lands; (7) reclaimed surface-mined land; (8) wetlands; (9) water use and problems; (10) surface water; (11) groundwater; (12) irrigation and (13) water pollutants. (ML)

ED 271 316 SE 046 670

Bloch, Erich

Basic Research: The Key to Economic Competitiveness.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- NSF-86-21
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Science; Economic Development; *Economic Progress; Engineering Education; Government Role; Higher Education; *Productivity; *Research and Development; Research Utilization; Science Education; *Scientific Research; *Technological Advancement; Technology; Universities

Sustained investment in science and engineering research and education in universities in the United States is advocated as a means of progressing economically. Information related to economic advancement is provided through summaries of recent trends in research, education, and economics. Ideas and data are reviewed in reference to: (1) the need for government supported research (highlighting the intellectual, pragmatic, and economic goals of research); (2) the need for economic competitiveness (assessing the status and trends of economic productivity); and (3) the quantity of research (examining efforts in supporting research, educating new scientists and engineers, and investing in research facilities and equipment). Basic research and education in science and engineering are viewed as a responsibilty of the federal government and are offered as the best single way to provide jobs and the national wealth for the future. (ML)

ED 271 330 SO 016 644

Ohshima, Toshio
Educational Statistics in Japan.
National Inst. for Educational Research, Tokyo (Japan).
REPORT NO.- NIER-03/85
PUB DATE- Jun 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Administration; Educational Finance; Educational Policy; Elementary Secondary Education; Expenditures; Foreign Countries; International Education; Private School Aid; Public Schools; School Administration; School Health Services; *School Statistics; School Surveys; Social Environment; Social Influences; Teacher Effectiveness
IDENTIFIERS- Educational Information; *Japan

An outline is presented of eight educational survey types that are undertaken at regular intervals by the Research and Statistics Division of the Minister's Secretariat of the Ministry of Education, Science and Culture in Japan. Part of a variety of reports on Japanese educational statistics, the survey results are widely utilized as basic data for educational administration. Each reported survey contains a combination of the following: objectives, survey date, survey procedures, survey sheet, date of return of completed survey sheets, totalling, survey items, survey period, and survey objects. The survey types outlined in the paper include: (1) School Basic Survey; (2) Local Educational Administration Survey; (3) Survey on Local Educational Expenditure; (4) Survey on Educational Expenditure by Parents; (5) School Teachers Survey; (6) Social Education Survey; (7) Survey on Financial State of Private Schools; and (8) School Health

Examination Survey. (TRS)

ED 271 346 SO 017 235

Maryland Comprehensive State Plan for Arts in Education.

Maryland Alliance for Arts Education, Inc., Baltimore.; Maryland State Dept. of Education, Baltimore.

PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Policy; Aesthetic Education; Art Activities; *Art Education; Community Involvement; Curriculum; *Curriculum Design; Curriculum Development; Educational Assessment; Educational Development; Educational Needs; *Educational Policy; Elementary Secondary Education; *Instructional Improvement; Planning; *Program Design; Program Implementation; School Law
IDENTIFIERS- Arts for the Basic Curriculum; Maryland; *Maryland State Department of Education

The development of a comprehensive state plan for arts education in Maryland is presented. The introduction states three program development goals and four major conclusions from a needs assessment of the mutual goals of the Maryland State Department of Education and the Maryland Alliance for Arts in Education. The goals include the development and infusion of sequential arts programs into the school curriculum and development of administrative strategies to ensure these efforts. The conclusions state that there is: insufficient finding; a need for more dance and theater specialists; ineffective use of community resources; and a need for more infusion of arts into the total school curriculum. "A Statement of Belief" presents the philosophy that all individuals can benefit from arts education. "Comprehensive Arts in Education Defined" states three basic components of the arts program: instruction; infusion; and learning resources use. "The Comprehensive Action Plan" extensively outlines the four major goals of the 5-year action plan: promotion of the arts; strengthening the curriculum; strengthening instruction; and effective use of the community arts resources. Appendices contain: definition of terms; suggested questions for a comprehensive arts education survey; and membership lists of The Comprehensive State Plan for Arts in Education Committee and The Maryland Alliance for Arts Education Executive Council. Also included are 13 references. (TRS)

ED 270 953 EC 190 205

Clem, Annette R.
Serving the Disabled Student: A Handbook for Faculty and Staff.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Students; *Disabilities; Federal Legislation; Hearing Impairments; Learning Disabilities; Physical Disabilities; Special Health Problems; Teaching Methods; Visual Impairments

The report addresses ways to accommodate disabled students at Seattle Pacific University. Following a review of federal legislation concerning otherwise qualified handicapped individuals, the manual provides suggestions to help professors adapt instruction for the following specific groups of students: those with hearing impairments, vision impairments, impaired speech, health disorders (specifically seizures and diabetes), emotional problems, learning disabilities, and mobility impairments (general mobility disabilities and reduced hand function). Appended is a list of selected local and national agencies for the disabled. (CL)

ED 271 089 HE 019 472

Examples of Funded Projects, Central Disciplines in Undergraduate Education.
National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 85
NOTE- 66p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; *Core Curriculum; *Educational Quality; Faculty Development; Federal Aid; Financial Support; General Education; Higher Education; *Humanities; Integrated Curriculum; *Introductory Courses; *Undergraduate Study
IDENTIFIERS- *National Endowment for the Humanities

Descriptions are provided of 57 projects that concern central disciplines in undergraduate education. The projects, which were funded by the National Endowment for the Humanities, focus on: improving introductory courses (23), excellence in a field (15), and fostering coherence throughout an institution (19). Each project is described, and the sponsoring college is identified, along with the title of the program; the faculty member's name, title, address, and phone number; and the faculty member's background. Topics of the projects include: origins of modern western culture, introductory humanities courses, computer assistance in argument analysis, teaching introductory literature courses, faculty development seminar in teaching ethics, an integrated approach to general education through humanities, an honors course in the humanities, curriculum development in the history of philosophy, achieving excellence in international education, promoting excellence in American studies, relieving faculty staffing pressures in interdisciplinary humanities courses, humanities enrichment at a technically oriented campus, fostering coherence in the core curriculum, and implementation of an integrated humanities curriculum. (SW)

IR

Nipp, Deanna
In-House Library Production of Microcomputer Software for Freshman Orientation.
PUB DATE- 12 Apr 85
NOTE- 27p.; Paper presented at the Joint Conference of the CUNY Library Association and the Greater New York Metropolitan Chapter of the Association of College and Research Libraries (New York, NY, April 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; *Computer Assisted Instruction; *Computer Software; Higher Education; *Library Instruction; Library Materials; Library Services; *Microcomputers; Program Descriptions
IDENTIFIERS- Course Integrated Library Instruction; Mansfield University PA

This report describes a microcomputer tutorial that was designed, produced, evaluated, and revised by the library of Mansfield University of Pennsylvania and is now in use for new student library orientation. The report includes: (1) a description of the microcomputer program; (2) background on the production of the program and a discussion of the way it fits into Mansfield's total bibliographic instruction program; and (3) a description of the production process for those who are considering the use of microcomputers for this purpose. Reproductions of a series of screens demonstrate the content, organization, format, and interactive nature of the program. The design is based on educational goals. Scripting was done on graph paper to keep screens balanced, uncrowded, consistent in format, and easily communicated to the programmer. Even though library materials are being used as part of the package, maintenance has required minimal use of staff time. The tutorial is being assigned to students in freshman composition, developmental reading and writing, and introduction to education classes. (Author/THC)

ED 271 214 PS 015 887

Hoffman, Stevie
The Language of Teaching: Making a Difference in Children's Developing Literacy.

PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Annual Study Conference of the Association for Childhood Education International (Greensboro, NC, March 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Child Development; Child Language; *Language Acquisition; Language Usage; Learning Experience; *Parent Child Relationship; Parents; *Writing Skills; Written Language; Young Children
IDENTIFIERS- Childrens Responses; Parent Expectations

What parents view as being important for their children to learn and how they believe their children are able to learn are reflected not only in the learning opportunities provided in the home but also in the teaching strategies parents use with their children in every day parent/child interactions. An investigation of the language transactions between parents and their children during a variety of writing activities has produced evidence of how the language of the parents indicates their own model of written language and how their teaching language influences children's writing behaviors, their written productions, and their belief in themselves as writers. Excerpts from parent-child dialogues along with some samples of the children's writing are provided as viable indications of these interrelationships. These dialogue excerpts and writing samples indicate that when parent/adult expectations focus on the child as a competent informant of what he or she knows; when attention is centered on the meaning intent of the child's written message rather than on correctly formed letters and accurately spelled words; and when process is viewed as more important than product, then the naturally developing literacy growth of the child is enabled. (BB)

ED 271 230 PS 016 018

Crook, Shirley, Ed.
What Works at Home. Research Findings and Learning Activities: Common Sense and Fun for Adults and Children.
Texas Univ., Austin. Extension Instruction and Materials Center.
PUB DATE- 86
NOTE- 20p.; Based on research findings published by the U. S.

Department of Education in a handbook titled "What Works." For Spanish version, see PS 016 019.
AVAILABLE FROM- Special Projects, Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7700, Austin, TX 78713-7700 ($2.50 each; 20 or more copies, $2.25 each. Cassettee tape with booklet, $14.75 each; 20 or more sets, $14.50 each. Texas residents must add sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Early Childhood Education; Educational Research; Language Skills; *Learning Activities; *Learning Readiness; Parent Education; *Parent Participation; *Reading Skills; Writing Exercises; *Writing Skills

As part of an effort to encourage parents to help their children in school, this home learning guide, which can also be obtained in taped versions, provides parents with learning activities with which to engage children at home. Based on research findings, the activities are divided into the following categories: curriculum of the home, reading to children, independent reading, counting, early writing, speaking and listening, developing talent, and ideals. (HOD)

ED 271 301 SE 046 655

Sullivan, Mary Jane; Petersen, Bruce
Recognizing the Superior Science Teacher of the Handicapped. Final Report.
Southern Illinois Univ., Carbondale.
SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Apr 86
NOTE- 100p.; Contains some light and broken type.
GRANT- NSF-SPI-8470054
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chemistry; *Inservice Teacher Education; *Physical Disabilities; Physics; Science Education; *Science Teachers; Secondary Education; *Secondary School Science; *Special Education Teachers; *Teacher Workshops; Zoology
IDENTIFIERS- National Science Foundation; *Outstanding Teachers; United States (Midwest)

An overview of an Honors Workshop for outstanding high school science teachers of the physically handicapped from the greater Midwest is presented in this report to the National Science Foundation. Twenty-five teachers were recognized for their outstanding contributions to science teaching and were given opportunities to update their training in science and to share their teaching strategies and ideas with other teachers at Southern Illinois University at Carbondale. This report contains: (1) a project summary (explaining participant selection procedures and identifying the program's instructional staff); (2) curriculum description (including content offerings in Physics, Chemistry, and Zoology, laboratory investigations, and programs in educational methods); (3) evaluation procedures (providing summaries of pretest and posttest scores and program evaluations); (4) a review of the dissemination workshops (indicating the number and nature of the inservice programs conducted by the participants); and (5) the directors' assessment of the program (highlighting the merits of the project). Appendices include samples of program materials. (ML)

ED 271 317 SE 046 671

Bousquet, Woodward S.; Jarvis, Ralph W.
Conservation and Environmental Education in Southern Appalachian Schools. A Report of a Needs Assessment.
Appalachian Consortium, Inc., Boone, N.C.; Warren Wilson Coll., Swannanoa, NC.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Conservation Education; *Educational Needs; Elementary Secondary Education; *Environmental Education; *Inservice Teacher Education; Instructional Improvement; Physical Environment; Surveys; *Teacher Attitudes
IDENTIFIERS- *Appalachia (South); *Environmental Study Areas

An assessment of conservation and environmental education needs in southern Appalachian schools is provided in this survey. Superintendents of school districts and teachers within the southern Appalachian region responded to a questionnaire which was designed to determine: (1) the current status of conservation and environmental education; (2) attitudes toward expanding the role of conservation and environmental education; and (3) levels of interest in learning more about specific regional conservation and environmental topics and methods for teaching about those topics. The survey results indicated that conservation and environmental education are a relatively low priority in current practice, but that respondents believe that a greater emphasis should be placed on such education in their schools and districts. The educators felt that a summer teacher institute would be valuable and expressed interest in learning more about a variety of environmental topics and teaching methods. In light of these findings, recommendations were made for one or more conservation and environmental education teacher institutes. The survey instrument and related correspondence are appended. (ML)

ED 270 969 FL 015 702

Ringbom, Hakan
The Influence of Swedish on the English of Finnish Learners.
PUB DATE- 85
NOTE- 34p.; In: Ringbom, Hakan, Ed. Foreign Language Learning and Bilingualism; see FL 015 699.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *English (Second Language); Error Analysis (Language); Error Patterns; *Finnish; Foreign Countries; Grammar; Interference (Language); *Interlanguage; Language Typology; Secondary Education; Second Language Learning; Semantics; *Swedish; *Transfer of Training; Vocabulary Development
IDENTIFIERS- Finland

A study of the effects of learning Swedish as a third language on the previously-learned English of native Finnish-speaking students examined 10,000 English-language school-leaving examinations of Finnish students for possible examples of Swedish influence in vocabulary, grammar, and word order. The examinations were those graded by a native Swedish-speaker during a 7-year period. It was hypothesized that learning Swedish, a language similar to English, would influence students' knowledge of English. Few examples of grammatical influence were found except for word order errors, many of which could be the result of interaction between Finnish and Swedish. The clearest examples of probable Swedish influence on word order were found in subject-verb inversions. Two major Swedish lexical influences were found, one in which formal similarity between existing Swedish and English words led to a negative influence on the learner, and another in which the learner's search for an individual English lexical item activated a Swedish item. The data support a hypothesis of non-native language transfer to the other non-native language being learned. Such transfer differs from native-language influence. (MSE)

ED 270 984 FL 015 747

English Teaching Profile: Cyprus. Greek Cypriots.

British Council, London (England). English Language and Literature Div.

PUB DATE- Feb 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Developing Nations; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; Postsecondary Education; Research Projects; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Cyprus

This review of the status of English language instruction in the Greek community of Cyprus provides an overview of the role of English in the society in general and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, adult, and teacher education). Topics covered include: the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the state educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The strengths of the current teaching situation are the general exposure and demonstrable value of learning English, the availability of trained and experienced teachers and inspectors, and the provisions for inservice teacher education. The weaknesses are the absence of secondary level preservice training, limited competence of primary teachers, inadequate time for instruction at all levels, lack of incentives for teachers, rigidity of the elementary-secondary teaching distinction, and the authoritarian role of secondary level inspectors. (MSE)

ED 271 000 FL 015 765

Owens, Jonathan
On Getting a Head: A Problem in Dependency Grammar.

PUB DATE- Apr 83
NOTE- 23p.; In: Proceedings of the Annual Linguistics Conference (2nd, Irbid, Jordan, April 1983). See FL 015 762.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Contrastive Linguistics; *Grammar; *Linguistic Theory; Structural Analysis (Linguistics); *Surface Structure

The dependency approach to grammar, in which it is assumed that grammatical relations can be described in terms of a relation between two element types, a head and a dependent, is discussed in the context of Arabic. Operational criteria used for defining the notions of head and dependency are reviewed, and claims for the usefulness of recognizing head and dependent elements are evaluated. It is concluded that none of the syntactic criteria achieves the desired results and that in general a grammar can be constructed without recognizing head and dependent as primitive constructs. It is also argued that while the notion of dependency is useful, it should be understood simply as a bilateral relation between grammar items. (MSE)

ED 271 016 FL 015 781

Suleiman, Saleh M.
Subject-Object Relations and Word Order in Standard Arabic.
PUB DATE- Apr 84
NOTE- 21p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Grammar; *Sentence Structure; Structural Analysis (Linguistics); *Syntax
IDENTIFIERS- *Object (Grammar); *Subject (Grammar); Word Order

This paper examines the basic properties of subject and object in Arabic and characterizes them througn their grammatical manifestation in a relational network. The study also investigates the relational properties of subject and object with respect to other grammatical notions such as relativization, reflexivization, and passivization. Data for the investigation are drawn from Arabic syntax. Although Arabic is a verb-subject-object (VSO) language, it has a construction created by a rule called noun phrase (NP) fronting, by which NPs are advanced to sentence initial position. To refute the claim that VSO languages, including Arabic, may have an underlying subject-verb-object (SVO) word order, the study demonstrates that, in spite of the fact that Arabic allows for topicalization, fronted NPs do not establish that Arabic has an underlying SVO word order. It is shown that a fronted NP construction which creates an SVO order is a word order derived from the basic VSO. In VSO languages rules exist that are sensitive to a structural difference between subject and object. The basic issue, at least in Arabic, is independent of the linear ordering of the affected NP. (MSE)

ED 271 047 HE 019 408

Faculty Recruitment and Personnel Policies. A Study Prepared in Response to Appropriation Items 508 Through 511 of the 1985 General Appropriations Act (Chapter 85-119, Laws of Florida). 1986--Report 4.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 20 Feb 86
NOTE- 153p.; Blurred print in appended tables may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *College Faculty; *Community Colleges; Contracts; *Employment Practices; Faculty Evaluation; Faculty Recruitment; Higher Education; *Personnel Policy; Reduction in Force; *State Universities; Statewide Planning; Teacher Dismissal; Teacher Salaries; *Tenure
IDENTIFIERS- *Florida

A report of a study of faculty personnel practices, including tenure, in Florida's state universities and community colleges is presented. The objective was to determine the impact of the practices on a college's ability to attract and retain faculty and to respond to changing enrollment patterns. Background information is presented on: tenure policies and practices, the legal status of tenure, tenure policies and institutional flexibility, obstacles to faculty recruitment, and faculty tenure and turnover rates. Recommendations are offered concerning: tenure, community college continuing contract system, the need for professional evaluation, systemwide guidelines, institutional long-range planning, tenure-ineligible appointments, proposed reduction in force, termination of faculty, age limit on tenure, early retirement programs, the need for better information, and faculty salaries. A reference list, a selected bibliography, and a list of recent articles from the Chronicle of Higher Education are provided. Appended is an 82-page report (including numerous statistical tables) entitled "Background Report on Tenure and Continuing Contracts Presented to Florida's Postsecondary Education Planning Commission" (May 1985). Also appended is a 30-page report by Morton H. Sklar entitled "Legal Consequences of Proposed Changes in Tenure Policies for Community College Staff." (SW)

ED 271 061 HE 019 442

Title IV Quality Control Policy Option: Final Report on the Evaluation of Data Element Reduction, Stage I, Phase V.
Advanced Technology, Inc., Reston, VA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 85
NOTE- 118p.; Legibility of tables may be marginal due to type quality.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computation; Data Collection; Efficiency; *Eligibility; Error Patterns; *Evaluation Criteria; *Federal Aid; Financial Aid Applicants; Financial Policy; Higher Education; *Need Analysis (Student Financial Aid); Public Policy; Quality Control; *Student Financial Aid
IDENTIFIERS- *Department of Education; *Pell Grant Program

Efforts of the Department of Education (ED) to simplify the Pell Grant formula by reducing the number of data elements used to calculate awards (i.e., data element reduction) are evaluated. A framework is developed to assess the critical characteristics of individual data elements, to eliminate elements from the formula, and to develop proposals for data element reduction. Individual data items used in the Pell eligibility and award formulae are evaluated on the basis of five measures: budget impact, aggregate distributional impact, sensitivity, reliability, and verifiability. Included is a comparison of two simulations of a reduction in the number of data elements used in the Pell eligibility and award formulae. The two simulations, the standard and the error free simulations, are identical except for the data base used. Both simulations eliminate all but five data elements (adjusted gross income, federal taxes paid, nontaxable income, number in household, and number in postsecondary education). The applicant-based model and data base, and techniques used to adjust the ED applicant data base for the error patterns found in the Pell Stage III data, are described in appendixes. References and a substantial series of data tables are also appended. (SW)

ED 271 075 HE 019 456

Johnson, Naomi T.; Richardson, Richard C., Jr.
A Causal Model of Academic Factors Affecting Student Persistence.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Appended materials contain small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; *College Transfer Students; Commuting Students; Higher Education; *Models; *Predictor Variables; *Student Attitudes; *Undergraduate Students; Urban Universities

A causal model of academic factors affecting undergraduate student persistence at a large, urban, commuter university was tested. The effects of academic variables on persistence from fall to spring semester were also assessed for transfer and native students. The model accounted for 49% of the total variance in persistence, while separate models for transfers and natives accounted for 55% and 51%, respectively. The variables having the greatest direct or indirect effects on persistence were practical value, academic integration, academic satisfaction, academic performance, and intent. The results indicate that academic factors represent an important component in student persistence models. Although persistence rates of transfers and natives were not significantly different, the following differences between the two groups were found: academic performance had a greater effect on persistence for natives, academic difficulty was a factor only for natives and educational aspiration only for transfers, the effects of external factors on academic satisfaction and the effects of academic satisfaction on performance were positive for transfers and negative for natives, the students' gender and class level also contributed to these differences. It is recommended that this causal model of transfer student persistence be used in further research. References, figures and data tables are appended. (Author/SW)

ED 271 103 IR 012 180

Fuchs, Lucy
Closing the Gender Gap: Girls and Computers.
PUB DATE- Jan 86
NOTE- 10p.; Paper presented at the Florida Instructional Computing Conference (Orlando, FL, January 21-24, 1986). For abstract proceedings of the conference, see IR 012 176.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Opportunities; Elementary School Teachers; Elementary Secondary Education; *Equal Education; *Females; *Microcomputers; *Sex Bias; *Sex Discrimination; Sex Stereotypes

While 15 years ago only a few schools had microcomputers, today a majority of public schools have some computers, although an adequate number of computers for students to use is still in the future. Unfortunately, statistics show that, in many states, a higher percentage of male students are enrolled in computer classes than female; boys seem to be forging ahead in every computer-related field except word processing, a traditionally female skill. However, the problem is not lack of female interest in computing; there are a multitude of forces operating in our culture that discourage girls from using the computer at the same time that other sociological forces reinforce computer use by boys. Girls frequently see computer courses as hard and/or somehow related to mathematics and the computer as a complicated machine. Elementary teachers can overcome this fear by allowing their female students to inspect the inside of a computer to see that there is really very little there. Another method of ensuring more female participation in comptuing activities is to provide more role models; students should see their teacher (female) making small repairs on the computer, redoing programs that have flaws in them, writing her own programs, networking with other computer users, using modems, etc. Administrators and teachers are advised to examine their schools, its courses, and its software purchases to determine whether the computer services are appropriate and

equitable for both boys and girls. (JB)

ED 271 132   JC 860 298

Wells, Richard, Ed.
North Carolina Libraries, Volume 44, Number 1, Spring 1986.
North Carolina Library Association.
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- Editor, North Carolina Libraries, Central Regional Education Center, P. O. Box 549, Knightdale, NC 27545 ($5.00 per issue).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Libraries; *Community Colleges; Job Training; *Learning Resources Centers; Library Associations; Library Automation; Library Catalogs; Library Education; Library Instruction; *Library Role; Literacy Education; Two Year Colleges
IDENTIFIERS- *North Carolina

The community college library is the focus of this issue of "North Carolina Libraries." Articles addressing this theme include: (1) "Learning Resources Concept Position Paper," by the North Carolina Community College Learning Resources Association; (2) "An Opportunity and a Challenge," by Mertys W. Bell, which offers an overview of the development and purposes of community colleges, especially in North Carolina, and their learning resources centers; (3) "Indexing Local History," by Mary A. Hamil, which describes the indexes compiled by the Davidson County Community College Learning Resources Center; (4) "Bibliographic Instruction at Learning Resources Centers in North Carolina," by Susan Janney; (5) "The COMCAT Chronicles: The North Carolina Community Colleges Union COM Catalog Project," by Linda S. Halstead; (6) "The Educational Preparation Available for LRC Professionals," by Joanne Sneed and Lee W. Finks; and (7) Library Involvement in Literacy Education Programs of the North Carolina Community College System," by Elinor Vaughan. Regular journal features include book reviews and North Carolina Library Association reports. (EJV)

ED 271 145 JC 860 351

Enrollment in Community Colleges in the State of Montana, Fall 1985.
Montana State Office of the Commissioner of Higher Education, Helena.
PUB DATE- 15 Mar 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Transfer Students; *Community Colleges; *Enrollment; Enrollment Rate; *Enrollment Trends; Full Time Students; Part Time Students; State Surveys; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Montana

A summary is provided of Montana community college enrollment data for fall 1985, with comparative statistics offered for previous years. Data are provided with respect to total enrollment; distribution of enrollment by institution, by class, and by sex; transfer students; student geographic origins; first-time students; full- versus part-time enrollment; full-time equivalent students; and earned degrees. Highlighted findings include the following: (1) 3,537 students were enrolled in degree credit programs in fall 1985, representing a decrease of 47 students or 1.3% from fall 1984; (2) community college enrollments represented 10.1% of the enrolled college students in the state, with 81.3% attending campuses of the Montana University System and 8.6% attending independent colleges; (3) males accounted for 33.1% and females for 66.9% of the community college students; (4) transfer students constituted 7.8% of the community college enrollments in fall 1985, an increase of 3.8% from the previous year; (5) 96% of the community college students were in-state residents; (6) between fall 1984 and 1985, there was a decrease of 12% in the number of first-time freshmen at community colleges; and (7) in 1985, part-time enrollment accounted for 63.8% of total community college enrollment, an increase of 6.8% from the previous year. (RO)

ED 271 172 JC 860 386

Marcotte, James

The Impact of Developmental Education on the Graduation Rate of Students with Low Combined Differential Aptitude Test Scores.

PUB DATE- Jul 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aptitude Tests; Basic Skills; *College Graduates; Community Colleges; *Developmental Studies Programs; *Program Effectiveness; *Remedial Programs; School Holding Power; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Cincinnati Technical College OH

Since 1974, Cincinnati Technical College (CTC) has offered a Developmental Education (DE) program designed to upgrade students' skills in mathematics, reading, English, and basic sciences, as well as study and interpersonal skills. The DE program offers students, particularly those with low combined Differential Aptitude Test (DAT) scores, a multifaceted approach to learning involving individualized, self-paced courses; traditionally structured courses; peer tutoring services; learning laboratory instruction; and audio-visual tutorial programs. A study was conducted to examine the effect of the DE program on the graduation rates of students with low DAT scores. Of the 1,308 students served by the DE department between 1980 and 1984, 136, or 22% of those who actually started a college program at CTC graduated from CTC. Of these graduates, 77% entered the DE program with a DAT score below 50. The number of DE courses taken ranged from one to 13, with the average being two. Based on study findings, it was concluded that students who enter CTC with low DAT scores with the intention of graduating are capable of doing so at a rate consistent with students in other DE programs both nationally and statewide when given the extra preparation afforded by the DE program. (EJV)

ED 271 185 JC 860 401

Jefferson, Curtis F.

How Does a Multi-Site Institution Plan Effectively?

PUB DATE- 25 Mar 86
NOTE- 16p.; Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools (Chicago, IL, March 23-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; College Administration; *College Planning; Community Colleges; Leadership; *Multicampus Colleges; Organizational Objectives; *Self Evaluation (Groups); Two Year Colleges

A multi-site college plans effectively by having in place planning and evaluation systems that enhance its capability to respond effectively to changes in the environment in order to continue to provide high quality educational programs and services for the people in its service area. The effectiveness of these systems is dependent on clearly defined institutional guidelines and standards; effective communication processes; and leadership with the vision to establish priorities that contribute to the long-term health, vitality, and credibility of the institution. At Cuyahoga Community College (Ohio), the planning process includes the following elements: (1) environmental scanning of the economic, social, and financial context; marketing considerations, and targets of opportunities; (2) fiscal analysis and planning; (3) establishment of institutional priorities, goals, and objectives; (4) establishment of campus priorities, goals, and objectives; (5) determination of program priorities, goals, and objectives; (6) implementation strategies; (7) resource requirements; (8) evaluation information requirements; (9) systematic communication processes; and (10) a Plan-to-Plan, or Planning and Budgeting Calendar that carefully links all planning, budgeting, and communication activities into a coherent system. (RO)

ED 271 199 PS 015 788

Myers, Robert G.

Women's Work and Child Care in the Third World: A Discussion. Summary Report.

United Nations Children's Fund, New York, N.Y.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; High/Scope Educational Research Foundation, Ypsilanti, Mich.; International Center for Research on Women, Washington, D.C.
PUB DATE- 12 Nov 85
NOTE- 18p.; Paper presented at a Meeting at the International Center for Research on Women (Washington, DC, November 12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Welfare; *Day Care; *Developing Nations; Early Childhood Education; *Employed Women; Mothers; Nutrition; *Parent Responsibility; Parent Role; Public Policy

Two areas of social action in developing nations that have received attention in the last decade are the survival and healthy development of children, and the social and economic well-being of women. In both areas, there has been concern about the relation between women's work and child welfare, but from two different points of view. One view comes from the Women-in-Development (WID) community. Focussing primarily on women's productive roles, WID programs tend either to downplay women's child care responsibilities or to assume that adequate substitute child care is available. They are also likely to assume that children will benefit from women's increased earnings and from the greater control by women over the use of resources that women's work can bring. Another view is typical of policy makers and researchers concerned with child health, nutrition, and development who assume that women should devote themselves primarily to their reproductive and child care roles and that they are available to do so. A corollary is that if women take on a productive role, particularly one outside the home, the welfare of children will suffer. Often, there is little recognition of the additional burdens child survival and development programs may place on women. Or, there is an assumption that seemingly minor burdens will result in longer-term benefits for women through savings of time and money associated with reduced child illness. These summaries of background papers and discussion examine available research evidence related to the above propositions, and report program and policy implications. (Author/RH)

ED 271 244 RC 015 747

Servicios Publicos/Negocios Agricolas. Libro del Profesor (Public Services/Agribusiness. Teacher's Guide). B4. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- 83

NOTE- 133p.; For the English version, see ED 248 095; for other guides in the series, see RC 015 744-750. The three sets of student activity folders were removed due to reproducibility.

GRANT- 28-84-0023

AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.

LANGUAGE- Spanish

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Agribusiness; *Career Education; Cognitive Development; *Grade 3; Instructional Materials; Language Arts; Learning Activities; *Migrant Education; *Occupational Information; Primary Education; *Public Service Occupations; Skill Development; Teaching Guides; Units of Study

IDENTIFIERS- *CHOICE (Career Education Curriculum)

Written in Spanish, this guide comprises the third grade unit of a career education curriculum developed for migrant students. The guide covers 11 jobs in the public services and agribusiness fields--nursing aide, sanitation worker, mail carrier, librarian, fire fighter, police officer, gardener, farmer, logger, miner, and forest ranger. Student workbook pages along with additional information for the teacher on the pages facing the student pages are contained in the guide. The student workbook pages contain language arts and mathematics activities. Job and role information for the unit are provided along with activities designed to teach students about the tools and tasks of each job through activities such as matching, ordering, writing, drawing, and taking true-false tests. The activities also allow the students to practice their skills of classifying, alphabetizing, charting, drawing conclusions, reading and sequencing numbers, self-expressing, and inferring. A pre- and post-assessment with student test leaflet, teacher guide, and answer sheet utilizes pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. (NQA)

ED 271 258   RC 015 811

Manning, Thomas; Krecht, Elizabeth
The Whale House of the Chilkat: Community House of the Gaanaxteidi Clan of Klukwan, Alaska.
Alaska State Museum, Juneau.
PUB DATE- 85
NOTE- 47p.; Photographs may not reproduce clearly.
AVAILABLE FROM- Alaska State Museum Shop, Box FM, Juneau, AK 99811, ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; American Indian Culture; American Indians; *American Indian Studies; *Architectural Character; Cultural Influences; Elementary Secondary Education; *Home Furnishings; *Housing; Models; *Resource Units; Tribes
IDENTIFIERS- Alaska; Floor Plans; *Tlingit (Tribe)

This collection of photographic plates and drawings provides a visual record of a communal house of the Chilkat clan of southeast Alaska's Tlingit Tribe. The packet contains written descriptions of the history, interior design, living arrangements, and decorations of the Whale House. These illustrations of traditional Tlingit art and architecture are based on Lt. George T. Emmon's description of the interior of the Whale House in 1885. Also shown in the drawings are examples of household activities and conditions typical at that time. Interior features described and/or illustrated are the "Rain Screen," "Raven Post," "Woodworm Post," "Black Skin Post," and "Sea Creature Post." Six examples of clan crest designs representing the raven, eagle, wolf, killer whale, frog, and bear are included with brief descriptions of the important characteristics usually incorporated in their design. (NEC)

ED 271 331 SO 016 764

Tellis-Nayak, Jessie B.
Education & Income Generation for Women: Non-Formal Approaches.
Women's Development Series--3.
Indian Social Inst., New Delhi (India).
PUB DATE- 82
NOTE- 93p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Cultural Context; Culture; Educational Anthropology; Females; Feminism; Foreign Countries; Income; International Education; Lifelong Learning; *Nonformal Education; Social Class; *Socialization; Womens Education; *Womens Studies
IDENTIFIERS- Feminine Development Program; Hindi (Suddh); *India

The third of five publications of the Indian Social Institute (ISI)-Women's Development Series, this book outlines a non-formal education program for girls of India with emphasis on training for income generation. The program stresses the practical skills of home-making, motherhood, social skills, and character formation. The book describes some existing programs, outlines phases of planning, provides practical aids for program implementation, and discusses income generating activities for women and principles related to income generation. Training rural youth for self-employment is also explained. Also included are photos and two appendices with lists of related readings and background information on the ISI-Programme for Women's Development. (IRS)

ED 271 347 SO 017 238

Commission on Bicentennial of Constitution of United States. Joint Hearing before the Subcommittee on Compensation and Employee Benefits and the Subcommittee on Census and Population of the Committee on Post Office and Civil Service. House of Representatives, Ninety-Ninth Congress. First Session. (December 5, 1985).

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- 86
NOTE- 73p.; Serial No. 99-39.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Committees; *Constitutional History; Federal Government; *Government (Administrative Body); Government Employees; Hearings; Planning; Publications; *United States History
IDENTIFIERS- Bicentennial; Civil Service; Congress 99th; *United States Constitution

This publication reports on the joint hearing to consider H.R. 3559 which would amend the charter of the Commission on the Bicentennial of the United States Constitution (Public Law 98-101) by authorizing the Commission to license use of their official emblem, lifting the cap on the number of publicly paid staff, exempting privately paid staff from civil service regulations, raising the ceiling on individual and corporate donations, and extending the life of the Commission from 1989 to 1991. Statements are given by: Congresswoman Lindy Boggs of Louisiana; Congressman Philip M. Crane of Illinois; Mark W. Cannon, staff director of the Commission on the Bicentennial of the U.S. Constitution; Sheilah Mann, director of Project 1987; and Senator Strom Thurmond of South Carolina. Also included are commission member lists, project policy statements, an educational program proposal, a prospectus on Project '87, and an explanation of H.R. 3559. (TRS)

ED 271 033 HE 018 774

Langland, Elizabeth, Ed.; Gove, Walter, Ed.
A Feminist Perspective in the Academy: The Difference It Makes.

REPORT NO.- ISBN-0-226-46875-5
PUB DATE- Feb 83
NOTE- 162p.; Originally published as a special issue of "Soundings: An Interdisciplinary Journal," vol. 64, no. 4, Winter 1981.
AVAILABLE FROM- University of Chicago Press, 5801 S. Ellis Avenue, Chicago, IL 60637 ($5.95, paper copy--ISBN-0-226-46875-5; $17.00 hard cover--ISBN-0-226-46874-7).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Anthropology; *College Curriculum; Equal Opportunities (Jobs); *Feminism; Higher Education; History; *Humanities; Interdisciplinary Approach; Political Science; Religious Education; Scholarship; Sex Discrimination; *Sex Role; Social Science Research; *Social Sciences; Socioeconomic Status; Sociology; Theater Arts; *Womens Studies

Views on the impact of women's studies and the feminist perspective in scholarship in the humanities and social sciences are presented in nine essays. Each essay concludes that while women's studies has the potential power to transform the academic disciplines, it has yet to alter college and university curricula. A second theme that emerged from the essays is the interdisciplinary nature of women's studies (i.e., the study of women in any one discipline affects all of academia). Essay titles and authors are as follows: "The Difference It Makes" (Patricia Meyer Spacks); "New Directions for Feminist Criticism in Theatre and the Related Arts" (Nancy S. Reinhardt); "The Feminist Critique in Religious Studies" (Rosemary Radford Ruether); "What the Women's Movement Has Done to American History" (Carl N. Degler); "Speaking From Silence: Women and the Science of Politics" (Nannerl O. Keohane); "How the Study of Women Has Restructured the Discipline of Economics" (Nancy S. Barrett); "Anthropology and the Study of Gender" (Judith Shapiro); "Changing Conceptions of Men and Women: A Psychologist's Perspective" (Janet T. Spence); and "Women in Sociological Analysis: New Scholarship Versus Old Paradigms" (Cynthia Fuchs Epstein). (SW)

ED 271 159 JC 860 368

Wilson, Reginald
Minority Participation in Community Colleges.
PUB DATE- 13 Jun 86
NOTE- 15p.; Paper presented at the Annual Awards Banquet of the Illinois Community College Trustees Association (Springfield, IL, June 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Affirmative Action; *Community Colleges; Educational Discrimination; Educationally Disadvantaged; *Educational Opportunities; Educational Quality; Equal Education; Leadership; *Minority Groups; Population Trends; Two Year Colleges; *Two Year College Students

While the largest growth in the college-age population (i.e., 18 to 24 year olds) is among minority group members, the largest decline in college-going rates is among minorities. Because of poor academic preparation, rising tuition rates, and declining financial aid resources, the community college has become the college of necessity, rather than the college of choice, for most minority students. It is the duty of community colleges to recognize the importance of their mission to provide quality education to their minority and disadvantaged population to enable them to become skilled and productive members of society. It is the duty of trustees, presidents, and faculties to accomplish these goals by exercising leadership, creativity, and innovativeness; by taking risks; and by providing the necessary resources. While studies show that currently community colleges are not meeting their obligation to minority students, certain states and institutions are serving as excellent models. A comprehensive plan for minority recruitment and retention has been initiated in New Jersey, involving financial aid packages, high school outreach programs, equal opportunity programs, a strong database to track student progress, grant funding of creative minority programs at four-year colleges, a minority doctoral loan forgiveness plan, and increased funding for remedial and compensatory education. In New York, LaGuardia Community College and Bronx Community College have instituted entire programs to increase minority retention and success. All of these programs have features in common, including creative leadership, systematic planning, increased resources, and sustained effort. (EJV)

ED 271 273 RC 015 835

Helge, Doris
The School Psychologist in the Rural Education Context.
Western Washington Univ., Bellingham. National Rural Development Inst.
PUB DATE- May 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Delivery Systems; Educational Cooperation; Educational Needs; Elementary Secondary Education; Interdisciplinary Approach; Labor Turnover; *Models; Professional Training; *Psychological Services; *Psychologists; Recruitment; Rural Areas; *Rural Education; Rural Urban Differences

Rural school psychologists face unique challenges because of inherent rural attributes including sparse populations, geographic and climatic barriers, and traditional value systems. Mental health resources are typically inadequate in rural America, and the comprehensive roles of well trained school psychologists are frequently misunderstood in rural schools. This paper discusses the rural education context and contrasts the settings of rural and nonrural practitioners. Rural factors that inhibit comprehensive service delivery are discussed as are the difficulties involved in recruiting and retaining qualified school psychologists. An overview of the historical and current use of school psychologists in rural areas is presented. Emerging rural service delivery models and variables to be used in designing appropriate models are discussed, including establishing special education cooperatives and other collaborative structures, interfacing with university training programs, interagency collaboration, training paraprofessionals and existing school personnel to fill multiple roles, and fully using parent and community resources in the schools. It is recommended that preservice training attend to the unique skills and knowledge required of the rural practitioner and that positive inherent rural attributes be fully utilized. It is also recommended that the growing interest of the profession of psychology in rural service delivery include an interdisciplinary focus. A 26-item bibliography is appended. (Author/NEC)

ED 271 286 SE 046 629

Visser, Delene
Sex Differences in Mathematics Achievement and Participation.
PUB DATE- 16 Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Cognitive Ability; *Family Attitudes; Foreign Countries; *Mathematics Achievement; Mathematics Education; Secondary Education; Secondary School Mathematics; *Sex Differences; Social Attitudes; *Social Influences; Social Values
IDENTIFIERS- Mathematics Education Research; *South Africa

The research goal was to identify factors affecting mathematices participation and achievement in adolescents, and to offer explanations for sex differences in mathematics behavior from adolescence onward. Subjects (n=1605) were Afrikaans-speaking seventh and ninth grade students, 80 percent of whose parents also participated. Students were randomly selected after stratification by sex/rural-urban location. Measuring instruments included standardized aptitude tests, mathematics achievement tests and questionnaires developed specially for this study, and translated American questionnaries. Marked sex differences favoring males were found for actual, as well as for intended mathematics participation. No sex differences in overall mathematics achievement were found for early adolescents or adolescents, nor for twelfth grade students in final school mathematics examinations. Mathematics olympiad data and final school results indicate substantial sex differences in favor of males at very high achievement levels. Sex differences in spatial visualization were found for adolescents only and substantial correlations between spatial abilities/mathematics achievement were found. Although adolescent males were signficantly more positive toward mathematics than females, this was not true of younger male students, except in their perception of the personal usefulness of mathematics. Males, including fathers, stereotyped mathematics as a male domain. Non-cognitive variables correlated substantially with mathematics achievement of ninth grade females. Further intention of ninth grade females to continue mathematics was accurately (R=.65) predicted by social, affective, and attitudinal variables, with parental encouragement being a major influence. (JM)

ED 270 954 EC 190 206

Schirmer, Barbara R.
Child Abuse and Neglect: Prevalence, Programs, and Prevention with the Hearing Impaired.
PUB DATE- 18 Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Hearing Impairments; *High Risk Persons; *Incidence; National Surveys; *Prevention; Program Effectiveness

This literature review attempted to (1) examine whether hearing impaired children are at high risk for child abuse and neglect, (2) identify components of effective child abuse and neglect prevention programs and (3) identify currently existing programs for the prevention of child abuse and neglect with hearing impaired children. The review found consistent reports that children with pre-existent handicapping conditions are at higher risk for child abuse and neglect, but no information was found regarding which groups of handicapped children are more at risk. It is suggested that the communication deficits of the hearing impaired child may well increase the child's vulnerability to abuse and neglect. Among effective program components identified in the literature are parent education, parent support groups, and periodic respite care. A nationwide survey of parent programs for families with hearing impaired children found no programs which specifically identified prevention of child abuse or neglect as a primary goal. However, the purpose of parent programs is compatible with the objectives of child abuse and neglect prevention programs, since they typically provide information and referral, parent peer support groups, and individual counseling. A reference list is appended. (DB)

ED 271 001 FL 015 766

Smadi, Oglah
Negation in Jordanian Arabic: A Developmental Study.
PUB DATE- Apr 83
NOTE- 17p.; In: Proceedings of the Annual Linguistics Conference (2nd, Irbid, Jordan, April 1983). See FL 015 762.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Case Studies; *Child Language; Contrastive Linguistics; *Developmental Stages; Dialects; Infants; *Language Acquisition; *Negative Forms (Language); *Time Factors (Learning)

IDENTIFIERS- Jordan

The acquisition of negative forms by a Jordanian Arabic speaker as evidenced in utterances from 19 months of age is examined. The language corpus consisted of selective samples of spontaneous daily speech and biweekly recorded speech sessions. Results suggest that although the subject's negation system is incomplete, it will be acquired by age 5. The findings affirm the developmental nature of the process of acquisition of the Jordanian Arabic negation system and the developmental sequence suggested by previous research, with a rule being modified more than once depending on the subject's developing linguistic competence. The findings do not entirely support the developmental stages proposed by previous research, especially in the cases of anaphoric versus non-anaphoric negation acquisition and intrasentential negation. (MSE)

ED 271 215 PS 015 888

Becker, Joseph; Miller-Jones, Dalton
Justification of Predictions: An Analysis of Alternative Arguments.
PUB DATE- May 86
NOTE- 16p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Cognitive Ability; *Cognitive Processes; Formal Operations; *Prediction; *Problem Solving
IDENTIFIERS- Covariation; *Justification (Psychology); *Thinking Skills

The reasoning of adolescents in indeterminate situations was examined with particular attention given to how individuals incorporate the possibility that outcomes are determined jointly by more than one variable. Kuhn and Brannock's (1977) plant problem and two other similarly structured problems were administered to 25 inner-city adolescents ranging in age from 15 to 17 years. Each problem consisted of four cases for which the values of treatment variables and outcomes were described in detail. For each problem, subjects were asked to consider a fifth case, predict the outcome, and justify the prediction. In addition, subjects were questioned on the relevance of a variable which did not covary with outcome and the original procedure of the plant problem was modified by the introduction of a countersuggestion probe. In 73 percent of the overall justifications, subjects avoided the assumption that one variable independently determined the outcome. Five types of justification were found, and four of these demonstrated a concern with the determination of outcomes jointly by more than one variable. In particular, subjects supplemented their comparison and record arguments with covariation arguments. Implications for science education are briefly suggested. (RH)

Crook, Shirley, Ed.
Lo que da buen resultado en casa. Resultados de la investigacion y Actividades de aprendizaje: Sentido comun y diversion para ninos y adultos (What Works at Home. Research Findings and Learning Activities: Common Sense and Fun for Adults and Children).
Texas Univ., Austin. Extension Instruction and Materials Center.
PUB DATE- 86
NOTE- 20p.; Based on research findings published by the U. S. Department of Education in a handbook titied "What Works." For English version, see PS 016 018.
AVAILABLE FROM- Special Projects, Extension Instruction and Materials Center, University of Texas at Austin, P.O. Box 7700, Austin, TX 78713-7700 ($2.50 each; 20 or more copies, $2.25 each. Cassettee tape with booklet, $14.75 each; 20 or more sets, $14.50 each. Texas residents must add sales tax).
LANGUAGE- Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Early Childhood Education; Educational Research; Language Skills; *Learning Activities; *Learning Readiness; Parent Education; *Parent Participation; *Reading Skills; Writing Exercises; *Writing Skills

As part of an effort to encourage Hispanic parents to help their children in school, this home learning guide, which can also be obtained in taped versions, provides parents with learning activities with which to engage their children. Based on research findings, the activities are divided into the following categories: curriculum of the home, reading to children, independent reading, counting, early writing, speaking and listening, developingg talent, and ideals. (HOD)

ED 271 302 SE 046 656

McLeod, Douglas B.
Technology and the Role of Affect in Teaching Mathematical Problem Solving.
San Diego State Univ., Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 16-20, 1986).
GRANT- MDR-8550350

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Behavior; *Beliefs; *Cognitive Processes; College Mathematics; *Computer Assisted Instruction; Educational Environment; Higher Education; Man Machine Systems; Mathematics Education; *Mathematics Instruction; *Problem Solving; Secondary Education; Secondary School Mathematics

The paper discusses the affective influences on students of problem solving instruction using computers, and the relationship of affective influences to student belief systems. It reviews affective issues and problem solving, and analyzes affect with particular reference to the work of G. Mandler. The paper considers types of congnitive processes, instructional environments and student belief systems. The issues are synthesized in a discussion on affect, computers, and problem solving. The implications for research are discussed. (JM)

ED 271 318 SE 046 672

Patterns of Academic Work in Junior High School Science, English, and Mathematics Classes: A Final Report. Research on Classroom Learning and Teaching Program.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

Teaching and Learning Program.

REPORT NO.- RDCTE-6190
PUB DATE- 85
NOTE- 143p.; Portions of the document contain light type.
CONTRACT- NIE-G-83-0006
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, University of Texas at Austin, Education Annex 3203, Austin, TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Class Activities; Classroom Observation Techniques; Classroom Research; *Classroom Techniques; *Cognitive Processes; Content Analysis; *English Curriculum; Instructional Effectiveness; Instructional Materials; Interviews; Junior High Schools; Mathematics Education; Science Education; *Secondary School Mathematics; *Secondary School Science; Social Studies; Student Participation; *Task Analysis
IDENTIFIERS- Cognitive Level

This paper reports the analysis of data gathered during a six-week period in spring, 1983, in two junior high school classes in each of three subject areas: science, mathematics, and English. The purpose is to describe and propose some images or metaphors for depicting the processes associated with the enactment of tasks in these classrooms. Discussed is the development of an analytical language to deal with curriculum as a central dynamic of classrooms, rather than a context variable, specifying that students learn by processing information in subject matter domains. The cognitive levels of tasks were evaluated and related to educational outcomes. Data consists of narrative accounts of classroom events and processes, copies of materials used in class, and completed student work that had been graded by the teacher, as well as interviews with both students and teachers. Observer training and data collection techniques are described, and analysis procedures are reported. Class descriptions, commonalities across teachers, commonalities within subject areas, and task analysis are discussed. The paper concludes with an examination of anticipatory management of classrooms, reviewing how teacher, student, curriculum, and management variables intersect in constructing educative events in classrooms. Appendixes contain topic/task lists and content strands. (JM)

ED 270 970 FL 015 703

Elo, Anja
On Errors Made by Finnish-Speaking and Swedish-Speaking University Students in Oral Production in French.
PUB DATE- 85
NOTE- 17p.; In: Ringbom, Hakan, Ed. Foreign Language Learning and Bilingualism; see FL 015 699.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Comparative Analysis; Error Analysis (Language); *Error Patterns; Finnish; Foreign Countries; *French; Higher Education; *Interlanguage; Language Fluency; *Language Usage; Multilingualism; Second Language Learning; Speech Skills; Swedish; Syntax; Vocabulary; Writing (Composition)
IDENTIFIERS- Finland

A study of the interlanguage of bilinguals and multilinguals compared the oral French proficiency of 20 native Swedish-speaking and 20 Finnish-speaking university students as evidenced in error patterns in oral tests. With the exception of phonological and phonetic errors in pronunciation, errors were classified by word class (article, noun, adjective, pronoun, numeral, verb, adverb, preposition, conjunction), grammatical category (gender, number, determination, person, mood, tense), linguistic unit (morpheme, word, syntagme, phrase, vowel, consonant, group, syllable), nature of the error (substitution, omission, superfluous element, order), and linguistic level (morphological, syntactical, lexical, phonological, phonetic, suprasegmental). The error patterns suggest some specific points of divergence between the two student groups. The error patterns also suggest that the relative number of errors caused by native language interference in Finnish versus Swedish interlanguage is reduced because of the plurilingualism of many of the students; there are sources of error other than transfer; there are noticeable differences between students, related to personality; and the better marks obtained by Swedish-speaking students cannot be explained by the smaller number of errors they made. (MSE)

ED 270 985 FL 015 748

English Teaching Profile: Sabah--Malaysia.

British Council, London (England). English Language and Literature Div.

PUB DATE- Apr 86

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Creative Writing; Developing Nations; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; Literacy; Postsecondary Education; Research Projects; Teacher Characteristics; *Teacher Education; Technical Assistance

IDENTIFIERS- *Malaysia (Sabah)

This review of the status of English language instruction in Sabah, Malaysia, provides an overview of the role of English in the society in general and outlines the status of English use and instruction in both the Chinese and government educational systems at all levels. Topics covered are: the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational systems, British and other international support, commercial opportunities related to English instruction, the status of language research, and other sources of information. Although English, as the second official language, is still commonly used and is supported in principle in the government, English use and instruction are endangered by lack of prestige among students and common use in more isolated communities. (MSE)

ED 271 017 FL 015 782

Hadj-Mohamed, S.
Definitiness in Arabic from an Axiomatic Functionalist Point of View.
PUB DATE- Apr 84
NOTE- 7p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Grammar; *Linguistic Theory; *Morphology (Languages); Structural Analysis (Linguistics); *Syntax
IDENTIFIERS- *Axiomatics; *Functional Linguistics

The axiomatic functionalist approach to linguistic analysis, in which, by definition, syntactic relationships are asymmetrical and morphological relationships are symmetrical, provides the framework for a discussion of the grammatical identity of the definite article "al" in Arabic as either morphemic or syntactic. Criteria for the distinction of the two types are applied to the article, and it is concluded that "al" is a syntactic element, or plereme. (MSE)

Teichler, Ulrich
Higher Education in the Federal Republic of Germany: Developments and Recent Issues.
City Univ. of New York, N.Y. Graduate School. Center for European Studies.; Kassel Univ. (West Germany).
REPORT NO.- ISBN-3-88122-312-6
PUB DATE- 86
NOTE- 173p.
AVAILABLE FROM- Wissenschaftliches Zentrum fur Berufs-und Hochschulforschung, Gesamthochschule Kassel, Henschelstrasse 4, 3500 Kassel, West Germany.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; *College Faculty; College Graduates; Comparative Education; Continuing Education; Coordination; *Educational Change; *Education Work Relationship; Employment Opportunities; *Foreign Countries; *Government School Relationship; *Higher Education; Labor Market; Personnel Policy; Public Policy; School Organization
IDENTIFIERS- *West Germany

Higher education in the Federal Republic of Germany (West Germany) is addressed in six papers written between the years 1981 and 1985. The papers are as follows: (1) "Changing the Pattern of Higher Education Systems: An Account of Access and Structural Policies in the Federal Republic of Germany in Comparative Perspective;" (2) "The Changing Labour Force and Expansion of Higher Education in the Federal Republic of Germany;" (3) "Federal Systems of Higher Education: The Case of the Federal Republic of Germany;" (4) "Higher Education and Graduate Employment in the Federal Republic of Germany;" (5) "Further Education at Universities in the Federal Republic of Germany;" and (6) "University Staff in the Federal Republic of Germany." Topics include: the expansion of higher education after World War II and the access policy of West Germany and Western industrialized countries, ways of restructuring higher education to accommodate the growing number of students, five characteristics of German higher education that affect structural policy, five structural models for promoting access to higher education, the rationale of coordination of higher education at the national level in West Germany, the labor market for college graduates, adult education and continuing education, and the academic career and status of the college professoriate. (SW)

ED 271 090 IR 012 118

Laurillard, D. M.
Videodisc Evaluation Report. "The Teddy Bears Disc."

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Nov 84
NOTE- 13p.; For related documents, see Media in Education and Development; v18 n1 p37-41 Mar 1985 (EJ 317 230) (CIJE) and ED 254 193.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Engineering Education; *Evaluation Methods; Foreign Countries; Higher Education; *Instructional Effectiveness; Instructional Material Evaluation; *Interactive Video; Interviews; Observation; Questionnaires; *Student Attitudes; *Student Reaction; *Videodisks
IDENTIFIERS- Open University (Great Britain)

This study evaluated the design and effectiveness of an interactive videodisc package which was developed at the Open University for a second level course in metallurgy and materials technology. Based on an existing 25-minute television program from the course, the disk put the problem in the form of a court case assessing the responsibility for blindness in teddy bears; whether it was the fault of the manufacturers of the teddy bears' eyes, or the people who made the washers that held the eyes in place. The methods used to evaluate were observation, interviews, and questionnaires; a total of 40 students were observed while using the instruction, 9 students were interviewed after finishing the package, and 20 completed the post-instruction questionnaire. Observation and questionnaire data showed that, on the average, students used the package twice, with a range of from one to six times. Students liked the format, i.e., the continual interrogation and the variation in presentation. Design features that made the videodisc educationally useful were identified as: (1) it made students think; (2) it provided feedback that guided students toward the right answer; (3) it helped students relate theory to practice; (4) it gave students some control over surrogate experiments; (5) it promoted academic discussions; and (6) it focused attention on the subject matter for long periods. The two main aspects of the design package that created problems for students were the open-ended question format and the linear structure of the interaction and information. Costs of developing the package and an eight-point summary conclude this report. (JB)

ED 271 118 IR 051 555

Connors, Maureen
A Report to the Director of Libraries, on the Interlibrary Loan Service Offered at George Mason University.
George Mason Univ., Fairfax, Va.
PUB DATE- 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; *Interlibrary Loans; *Library Cooperation; Library Personnel; Library Research; *Library Services; Library Statistics; Library Surveys; Program Descriptions; *Shared Library Resources
IDENTIFIERS- *George Mason University VA

A survey of the ten university libraries considered to be most comparable to George Mason University (GMU) in interlibrary loan (ILL) activity was undertaken for comparison purposes. To develop a series of recommendations for GMU with respect to ILL, the following areas were considered and are addressed in this report: (1) Divisional Responsibility for ILL Service; (2) Patron Use; (3) Fill Rate, Standards of Service and Turnaround Time; (4) Workflow; (5) Automation, Equipment and Location; (6) Costs of ILL Service; (7) Fees to GMU Patrons; (8) Charges to Borrowing Libraries; (9) Resource Sharing in the Consortium Environment; (10) Resource Sharing in the State of Virginia; and (11) Staffing. Specific recommendations are provided at the end of each section, and additional recommendations for policies and procedures are summarized in a concluding statement. A bibliography and seven statistical comparative charts are included. (THC)

ED 271 133 JC 860 300

Minorities in Management: An Action Plan. The Report of the AACSB Program to Increase Minorities in Business Task Force.

American Assembly of Collegiate Schools of Business, St. Louis, Mo.

PUB DATE- Dec 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; *Articulation (Education); *Business Education; Career Guidance; Higher Education; High Schools; *Minority Groups; Postsecondary Education; School Holding Power; *Student Recruitment

Resulting from several years of study by the American Assembly of Collegiate Schools of Business (AACSB) Committee on Equal Opportunity for Minorities and the Program to Increase Minorities In Business (PIMIB) Task Force, this report presents a series of recommendations for expanding the number of talented minority students entering collegiate schools of business and, subsequently, management. The first section of the report examines the need for the project, looking at participation rates of minority students in business schools and tracing the development of the PIMIB concept. The following factors are cited as contributing to low minority enrollments: a stagnation in the number of well-qualified minority high school graduates, a prevailing negative image of business, a high minority dropout rate, and inadequate counseling at the high school level. The next section presents recommendations for increasing minorities in business in four broad areas; i.e., action should be taken to: (1) increase efforts to provide information about business careers and business schools to secondary school and junior college students, counselors, and parents; (2) provide additional financial support for minority students; (3) replicate existing programs and develop new efforts designed to increase minority retention; and (4) encourage and support the upward mobility of minority managers. Finally, the AACSB's plans for implementing the PIMIB recommendations are discussed. Appendices include a list of initiatives designed to implement the key PIMIB recommendations. (EJV)

Weeks, Ann A.
Off-Campus Site Evaluation.
Dutchess Community Coll., Poughkeepsie, N.Y.
PUB DATE- Nov 84
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Extension Education; *Off Campus Facilities; Population Trends; Questionnaires; *Satellite Facilities; School Surveys; *Student Attitudes; *Student Characteristics; Student Needs; Two Year Colleges; Two Year College Students

A study was conducted by Dutchess Community College to determine whether the lease for an off-campus center (the Blodgett House) should be renewed. The study involved three different approaches. First, a demographic analysis was performed on the service area from which this off-campus center drew its students. Second, a profile was drawn of the type of students who attended courses at the center. Third, a survey of current students was conducted to ascertain the importance of the off-campus center as opposed to the main campus and to determine whether the college was meeting the needs of attending students. Study findings included the following: (1) in the past 11 years, the population of the area served by Blodgett House increased 2.5 times faster than the total college service area; (2) there were 34,000 people between the ages of 24 and 29 in the service area; (3) in the past 2 years, course enrollment and the number of courses offered at Blodgett House doubled; (4) the typical Blodgett House student was an older, white, female who lived within 7 miles of the center, attended classes part-time, and worked; and (5) over 75% of the current students said they would not have taken their course on campus if it had been offered there. Based on study findings, it was recommended that larger, more suitable quarters be obtained. The survey instrument is included. (RO)

ED 271 186 JC 860 402

Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1985. Commission Report 86-11.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Mar 86
NOTE- 35p.; For fall 1984 report, see ED 256 399.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Asian Americans; Black Students; *College Transfer Students; Community Colleges; *Enrollment Trends; *Ethnic Groups; Females; Majors (Students); Males; Mexican Americans; Postsecondary Education; State Colleges; State Surveys; State Universities; *Student Characteristics; Trend Analysis; *Two Year College Students
IDENTIFIERS- *California

Since 1978, annual studies have been conducted of the flow of transfer students from the California community colleges to the University of California (UC) and the California State University (CSU) systems. The studies have focused on trends in the numbers of transfers and the ethnicity, majors, and age of transfer students. Findings from the study of fall 1985 transfers, contrasted with findings from previous years, indicated that: (1) fewer students transferred from the community colleges to the UC and CSU systems in fall 1985 than in fall 1984, with a 6.2% decrease in UC transfers and a 1.5% decrease in CSU transfers; (2) community college districts and campuses varied widely with respect to the number of students and the magnitude of the change in the number of students who transferred between fall 1984 and fall 1985; (3) Hispanic transfer students increased in both numbers and percents in both the UC and CSU systems, while fewer Black students transferred to either segment, continuing a 3-year decline in their numbers and percentages; and (4) the percentage of Asian and Filipino transfer students in both segments continued to increase, though the number of Filipino transfer students remained small. Two factors were seen as possible influences on the decrease in transfer rates: the relatively new practice on some university campuses to admit as transfer students only those applicants who have met all requirements for junior standing; and the large decrease in first-time community college freshmen 2 years earlier. (RO)

ED 271 259 RC 015 812

Garnett, Anne, Comp.; Hill, Amelita, Comp.
Searchable Fields in ERIC: A Computer User's Guide via BRS, DIALOG, ORBIT.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 7p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Databases; Information Retrieval; *Online Searching; Online Systems; *Online Vendors; Reference Services; *Search Strategies
IDENTIFIERS- Bibliographic Retrieval Services; Current Index to Journals in Education; DIALOG; *ERIC; ORBIT; Resources in Education; Search Commands

A reference guide for online bibliographic searchers introduces and explains the major computer-searchable fields of the Educational Resources Information Center (ERIC) database, presents field access labels or commands of three online ERIC database vendors--BRS, DIALOG, and ORBIT--and lists the codes necessary for searching particular ERIC fields. The guide briefly describes the ERIC database and documentation and provides names and identifying codes for the 16 ERIC clearinghouses as well as types of publications included in the database and corresponding search codes. Addresses of the three online vendors and addresses for ordering ERIC documents and search tools are provided. (LFL)

ED 271 332 SO 017 032

Peters, Richard
Problem Solving for the Twenty-First Century: Global Education Activities in the Social Studies Curriculum (K-12).

Global Horizons, The Center for Applied Ecosocial Studies, Plaistow, N.H.
PUB DATE- Mar 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Decision Making; Elementary Secondary Education; *Global Approach; Heuristics; Instructional Materials; *Models; *Problem Solving; *Social Studies; World Affairs; *World Problems

Educators are encouraged in this document to practice a multi-disciplinary approach in the classroom to prepare students for new management styles in an interrelated society. The first section on perceptions covers the following: information processing (planning, implementing, assessing); the learning process (exploration, invention, application); mental operations/skills (critical thinking, decision making, problem solving); affect (attitudes, values); and critical thinking skills (program design, development, implementation and evaluation). The following sections discuss: the proactive action model (incorporating areas of critical thinking into a learning strategy); global education emphasizing interconnections among cultures, species and the planet; curriculum design/delivery as continuous, integrated and sequential; and twenty-first century global problems. Addresses of selected organizations involved in global concerns are appended. (FAC)

ED 271 348 SO 017 241

Report of the State of Maryland Values Education Commission, January 5, 1979-January 31, 1983.

Maryland State Dept. of Education, Baltimore.

PUB DATE- 83
NOTE- 88p.; Some appendices contain small type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; *Citizenship Education; Codes of Ethics; Counseling Effectiveness; Counseling Services; Discipline Policy; Educational Policy; Elementary Secondary Education; *Ethical Instruction; *Humanistic Education; Parent Participation; Parent Responsibility; Principals; School Role; Social Responsibility; Student Responsibility; Teacher Responsibility; Teacher Role; Values; Values Clarification; *Values Education
IDENTIFIERS- Citizenship Education Program; Maryland; *Maryland State Department of Education

In response to the ultimate goal of teaching Maryland students to recognize, relate, assimilate, and apply character and citizenship values, the Maryland Commission Report defines, examines, and recommends suggested objectives to improve and guide the values education program in Maryland. Chapter 1 discusses the role of the principal and offers specific recommendations dealing with the selection, inservice training, evaluation, support, incentives for, and involuntary termination of the services of principals. Chapter 2 considers the role of the teacher in citizenship and values education, including selection, preservice, and inservice. Chapter 3 examines the fostering of values by school counselors and how their effectiveness might be improved. Chapter 4 discusses other-agency cooperation, discipline, and disruptive behavior. Chapter 5 discusses methods that will encourage parental participation in the life of the school community. Chapter 6 presents the relationship between values education and curriculum. Eleven appendices and an executive summary are also included. (TRS)

ED 271 034 HE 019 334

Reauthorization of the Higher Education Act. Pell Grant and Campus Based Programs, Volume 2. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Washington, DC, June 25, 27, July 16, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Jul 85
NOTE- 231p.; For volume 1 of these hearings, see ED 270 059.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; College Students; *Federal Aid; *Federal Legislation; Financial Policy; Grants; Hearings; Higher Education; *Public Policy; *Resource Allocation; Student Costs; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- College Work Study Program; *Higher Education Act 1965; National Direct Student Loan Program; *Pell Grant Program; State Student Incentive Grants; Supplemental Educational Opportunity Grants

Pell Grants, based on need, have been the federal government's commitment and contribution to equal access to higher education. Topics addressed in these hearings include: the maximum award amount, the percentage of college costs to be covered by the award, the living allowance for students living off campus, the tax rates on discretionary income used to determine expected family contribution and compute the Pell Grant program, the definition of independent students, the effect of cuts in the Pell Grants program on Black and Hispanic students, proposed changes in need analysis, whether graduate students should be eligible for Pell Grants, validation in the Pell Grant program, ways to reduce redundancy in the Pell Grant processing system, and disseminating information regarding federal programs. The campus-based programs are also covered; they include the Supplemental Educational Opportunity Grants, the College Work-Study Program, and the National Direct Student Loan Program. Testimony is also presented on the State Student Incentive Grant Program, which is a partnership between the federal government and the states in making need-based grants available to students. (SW).

ED 271 048 HE 019 409

Postsecondary Education Accreditation Study. A Study Pursuant to the 1984 General Appropriations Act (Chapter 84-220, Laws of Florida). 1985--Report 3.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 21 Feb 86

NOTE- 132p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *College Programs; Distance Education; Feasibility Studies; Postsecondary Education; Private Colleges; Professional Education; *Program Evaluation; Public Colleges; Regional Cooperation; *Specialization; State Colleges; *State Licensing Boards

IDENTIFIERS- *Florida

A report on the feasibility of creating a Florida state system of accreditation for public and private postsecondary institutions and programs is presented. Following background information on accreditation in Florida and at the regional and national levels, specialized accreditation is addressed, along with program review, and occupational licensure and certification. It is concluded that the state should not establish an alternative or supplementary accreditation system. Recommendations are offered concerning: regional accreditation, curtailing the power and growth of specialized accrediting agencies, minimizing duplication in accreditation and program review, coordination between institutional licensure by the state and accrediting agencies, and cooperation among southern states. Appendices include: information on the accreditation status of professional schools and specialized programs by institution; a comparison of two state licensing boards (for private colleges and for vocational, technical, trade, and business schools; the state board rules on program review; information on licensure and regulation of colleges and programs in 36 states; and a study on accreditation and authorization of distance learning through telecommunications. A bibliography is included. (SW)

Summary of Student Financial Aid in Texas.
Texas Coll. and Univ. System, Austin. Coordinating Board.
PUB DATE- 11 Mar 86
NOTE- 46p.; Sections III and IV listed in Table of Contents are not available. Tables printed on colored paper. Portions may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Asian Americans; Black Students; *College Students; Community Colleges; *Federal Aid; Grants; Higher Education; Hispanic Americans; *Minority Groups; Private Colleges; Proprietary Schools; Scholarships; *State Aid; State Colleges; *Student Financial Aid; Student Loan Programs; Technical Institutes; White Students; Work Study Programs
IDENTIFIERS- *Texas

Data on student financial aid in Texas are presented. Tables cover financial aid resources for students in Texas postsecondary institutions by program for 1982-1983, 1984-1985 and 1985-1986. For 17 state aid programs and 6 federal programs, the amount of funding is indicated for the state as a whole and for the following categories of colleges: public general academic teaching institutions, public health science centers, public junior and/or community colleges, Texas state technical institutes, private colleges, and proprietary schools and other Texas schools. Each of the state and federal programs is also briefly described. Additional tables summarize student financial aid by the ethnic origin of recipients, as part of the Office of Civil Rights Report. The amount of awards for 1982-1983 and 1983-1984 for grants, loans, scholarships, and work are specified for Blacks, American Indians, Oriental Americans, Hispanic Americans, and Whites, and for the total. (SW)

ED 271 104 IR 012 181

Miura, Irene T.
Computer Self-Efficacy: A Factor in Understanding Gender Differences in Computer Course Enrollment.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; College Students; *Computer Literacy; *Computer Science; Females; Higher Education; Hypothesis Testing; Microcomputers; Questionnaires; Research Methodology; *Self Esteem; *Self Evaluation (Individuals); *Sex Differences; *Student Attitudes
IDENTIFIERS- *Self Efficacy Theory

The purpose of this study was to investgate the role of self-efficacy expectations in understanding gender differences in the election of college computer science courses. Participants were 368 undergraduate students (males=104, females=264) enrolled in a course fulfilling a general education requirement at a large urban university. A two-page questionnaire was used to assess six background variables: gender, year in school, age, major, microcomputer ownership, and nonschool computer use. The behavioral outcome variable--enrollment in a computer science class--was assessed by asking students if they were currently enrolled in or had previously taken a computer science course in college. Three additional outcome variables were also measured; however, the major part of the questionnaire focused on the assessment of self-efficacy with regard to three different aspects of computer literacy: (1) computer programming, (2) computer courseware, and (3) personal uses of computers. Perceived self-efficacy for each section was computed by dividing the total confidence ratings by the number of tasks in that section. Results indicate that gender differences exist in perceptions of computer self-efficacy; in addition, self-efficacy concepts are positively related to plans to enroll in a computer science course and experience with computer programming. While causality cannot be inferred from these relationships, it is reasonable to conclude that those most likely to perceive themselves as efficacious in computer-related tasks would be more likely to attempt a computer science class and to persist despite difficulties encountered. A list of references and two data tables are provided. (JB)

Catalog of Exemplary Projects, 1985-86.

Virginia Community Coll. System, Sterling. Inst. for Instructional Excellence.

SPONS. AGENCY- Virginia State Council of Higher Education, Richmond.
PUB DATE- 86
NOTE- 39p.; Funded through Virginia's Funds for Excellence Program.
AVAILABLE FROM- Virginia Community College Institute for Instructional Excellence, Northern Virginia Community College, Loudoun Campus, 1000 Byrd Highway, Sterling, VA 22170 (Free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Programs; *College Programs; *Community Colleges; *Creative Teaching; *Educational Innovation; *Experimental Teaching; Instructional Improvement; Intercultural Programs; International Programs; Program Descriptions; State Programs; *Teaching Methods; Two Year Colleges

Brief descriptions are provided of 39 activities funded through the Virginia Community College Institute for Instructional Excellence, including efforts to adapt and/or modify a teaching practice developed by a colleague or documented in the literature (funded by Adapter Grants), to develop and implement innovative teaching practices (funded by Developer Grants), and to plan and stage workshops focusing on instructional issues relevant to community colleges (funded by Regional Instructional Workshop Grants). Abstracts are presented for activities including innovative approaches to instruction in drafting and design; systematic thinking; study skills; observational skills; English as a second language; writing; gerontological nursing; accounting; heavy equipment operation; statistics; creative thinking; general biology; geology; note taking; natural science; computer programming; study strategies; advertising design; developmental writing; theater arts; human anatomy; and music. In addition, descriptions are provided of the regional workshops, focusing on the brain, creativity, and computers; online searching; mathematics; computer assisted instruction in the health sciences; industrial automation education; cross-disciplinary literacy; and international/intercultural programs. (EJV)

ED 271 160 JC 860 371

Flewellen, William C., Jr.
Business Administration and Management: Current Trends and Future Directions.
Massachusetts State Board of Regents of Higher Education, Boston.
REPORT NO.- Pub-144456-132-300-5-86-CR
PUB DATE- Mar 86
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Accreditation (Institutions); *Business Administration Education; College Faculty; College Students; Community Colleges; Educational Finance; *Educational Trends; Enrollment Projections; Higher Education; Postsecondary Education; Private Colleges; Program Evaluation; Resource Allocation; State Colleges; State Surveys; Two Year College Students; Universities
IDENTIFIERS- *Massachusetts

Drawing from site visits to 39 public and private colleges in Massachusetts, this report presents an evaluation of college programs in business administration and management and recommendations for improvement. Section 1 provides an overview of the statewide study and its findings. After identifying the colleges visited and the members of the visitation teams, this section: (1) summarizes concerns specific to community college, state college, and university programs; (2) compares private and public programs with respect to accreditation status, student quality, and adequacy of faculty; (3) offers financial data on dollars of instructional budget per full-time equivalent (FTE) faculty and FTE student, share of workload versus share of funds, FTE faculty/secretary ratio, tuition, and tuition and dollars of instructional budget per FTE student; (4) offers enrollment projections; and (5) presents recommendations for community colleges, state colleges, and universities. Section 2 looks at the business administration/management programs in community colleges, focusing on students, courses, faculty, resources, facilities, overall concerns, major problems, and recommendations. Section 3 examines state college programs in terms of courses, students, faculty, library and facility resources, placement, curriculum, management and leadership, measures of adequacy of the number of faculty, measures of quality and scholarly activity, measures of funding, and recommendations. In section 4, university programs are assessed, covering curriculum, students, faculty, financial support, library resources, placement, and recommendations. Finally, an employment prospectus for program graduates is presented. A summary of accreditation standards is appended. (RO)

ED 271 200 PS 015 792

Mandl, P. E., Ed.
Universal Child Immunization by 1990.
United Nations Children's Fund, Geneva (Switzerland).
PUB DATE- 85
NOTE- 488p.
AVAILABLE FROM- Assignment Children, UNICEF, Palais des Nations, 1211 Geneve 10, Suisse ($2.50; 8.50 French Francs).
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Agency Role; Case Studies; Communicable Diseases; Communication Skills; *Developing Nations; Foreign Countries; Guidelines; *Immunization Programs; *International Programs; *Program Implementation; *Public Health
IDENTIFIERS- Brazil; Burkina Faso; China; El Salvador; Indonesia; Smallpox; Turkey; Uganda; West Africa

The present volume endeavors to highlight the deeper significance and broader implications for development theory, policy and practice of the realization of the movement toward universal child immunization by 1990 (UCI-1990). Simultaneously, the volume collects and analyzes the most significant findings and experiences of the movement since 1984. After a prefatory essay discussing the breakthroughs in supply and demand that have allowed nations to double or triple their immunization rates, the introductory essay reviews the debate within UNICEF concerning the Child Survival and Development Revolution (CSDR). Subsequent papers focus on (1) the CSDR and development theory; (2) the costs of UCI-1990 in wider perspective; (3) operational issues related to UCI-1990; (4) lessons learned and questions raised since 1984 concerning UCI. Other materials report pledges and resolutions made by leaders and organizations about participating in the CSDR and related programs. Providing guidelines for action, other materials describe eight diseases and their vaccines and explore planning principles for accelerated immunization activities; the potential role of Red Cross and Red Crescent Societies in national immunization programs; criteria for funding polio immunization programs; and channelling, a new immunization strategy. The resolution of the Red Cross and Red Crescent Societies on immunization is reported. Concluding materials focus on lessons learned from the smallpox eradication campaign; case studies on immunization in Turkey, Burkina Faso, West Africa, Uganda, China, Indonesia, Brazil, and El Salvador; and research notes discussing the epistemology of traditional health theories, communicating about immunization to mothers and community groups, and how mothers in Honduras perceive immunization. A brief glossary of terms related to immunization is provided. (RH)

ED 271 245 RC 015 748

Construccion/Communicacion y Medios Publicitarios. Libro del Profesor (Construction/Communication & Media. Teacher's Guide). B5. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- 83

NOTE- 171p.; For the English version, see ED 248 096; for other guides in the series, see RC 015 744-750. The three sets of student activity folders were removed due to reproducibility.

GRANT- 28-84-0023

AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.

LANGUAGE- Spanish

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Education; *Communications; *Construction Industry; Educational Games; Elementary Education; Elementary School Mathematics; Grade 4; Instructional Materials; Language Arts; Learning Activities; Mass Media; Mathematics Skills; *Migrant Education; *Occupational Clusters; *Occupational Information; Pretests Posttests; Skill Development; Teaching Guides; Units of Study

IDENTIFIERS- *CHOICE (Career Education Curriculum)

The guide, written in Spanish, comprises the fourth grade unit of a career education curriculum for migrant students. Focus of the unit is on the tools and tasks of workers in 11 jobs in the construction, communication, and media occupational clusters: heavy equipment operator, architect, mason, carpenter, plumber, electrician, telephone line worker, announcer, photographer, journalist, and performer. An introduction to each job contains vocabulary words pertaining to the job, as well as instructions for conducting the lessons. Student workbook pages contain language arts and mathematics activities that help students determine cause and effect and develop skills in sequencing, classifying, estimating, vocabulary and word skills (synonyms, antonyms, and prefixes), logic, fact finding, and spelling. A pre- and post-test with student test leaflet, teacher guide, and answer sheet utilizes matching and multiple choice questions to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. (NQA)

ED 271 274 RC 015 836

Helge, Doris
Prevention of Mental Retardation in Rural America.
American Council on Rural Special Education.
PUB DATE- Sep 84
NOTE- 17p.; Document was extracted from a 1984 presentation to the President's Commission on Mental Retardation.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Change Strategies; Community Change; *Cultural Influences; Developmental Disabilities; Disadvantaged; Intervention; *Mental Retardation; *Prevention; *Rural Areas; Rural Population; Rural Urban Differences; Social Change; *Socioeconomic Influences
IDENTIFIERS- American Council on Rural Special Education; National Rural Project

This paper describes causes of mental retardation in rural America, preventative methods, and factors impeding preventative approaches in rural settings and offers principles for tailoring traditional preventative methods for rural areas. Relevant findings of research conducted by the National Rural Project, American Council on Rural Special Education (ACRES), ACRES Futures Task Force, and National Rural Education Research Consortium are included. Higher poverty ratios, educational disadvantagement, inadequate prenatal care, and lack of early intervention programs for disabilities are found to contribute to the socio-familial factors that make mental retardation more prevalent in rural than in urban areas. Value differences, lack of prevention-oriented programs and failure to understand, value, or use available programs are found to inhibit prevention. Principles and suggestions for implementing retardation prevention programs in rural areas are given, including recognizing diverse rural subcultures and designing programs to consider their values and needs, recognizing and using local communication and power structures, using inherent positive community attributes, transforming negative attributes into facilitating factors, and initiating realistic interagency collaboration in rural service agencies. These principles are related to a tabular presentation of causes of mental retardation, preventive approaches, and specific rural factors which inhibit prevention. (LFL)

Svec, Henry
The Relationship between Situation Specific Subject Competence and Actual Achievement in Math, English, and Physical Education for the Learning Disabled Adolescent.
SPONS. AGENCY- Ontario Educational Research Council, Toronto.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; Elementary Secondary Education; English Instruction; Language Proficiency; *Learning Disabilities; Males; Mathematics Achievement; Peer Acceptance; Physical Education; *Self Concept
IDENTIFIERS- Situation Specific Subject Competence Test

The self-concept scores of 50 learning disabled male adolescents (mean age 16.5 years) on the Situation Specific Subject Competence Test for mathematics, English, and physical education were compared with their most recent achievement test performance in these three subject areas. Results suggested that math achievement was positively correlated with math self-concept, but that there was no relationship between English and physical education on self-concept and achievement scores. Results also indicated that reported peer acceptance in math was negatively correlated with academic achievement. The findings supported the prediction that learning disabled adolescents may have misconceptions about their abilities and may over- or underrepresent them. (Author/DB)

ED 271 002 FL 015 767

Abdel-Jawad, Hassan
Sex Differentiation and Linguistic Variations. A Case Study: Spoken Arabic in Amman.
PUB DATE- Apr 83
NOTE- 21p.; In: Proceedings of the Annual Linguistics Conference (2nd, Irbid, Jordan, April 1983). See FL 015 762.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Arabic; Comparative Analysis; Dialects; Educational Background; *Language Styles; *Language Usage; *Language Variation; Linguistics; Migrants; Oral Language; *Sex Differences; Urban Areas
IDENTIFIERS- Jordan

A study of differences in linguistic behavior between men and women in Amman, Jordan, used a random sample of 150 individuals as subjects. Distribution of lexical items was examined for variation correlating lexical choice with sex of the speaker, and phonological variable standardization and the manner in which choice of variant is conditioned by the speaker's sex were analyzed. Variables such as educational background, dialectal background, age, and membership in an urban or Bedouin group were also controlled. Three patterns of sex differentiation were found: (1) men use standard linguistic forms more often than women; (2) women produce urban linguistic variants more often than men; and (3) the tendency of some urban and Fellahiin men is to use the Bedouin variant in alternation with the standard and their local variants. The first of these patterns, which contradicts the pattern of Western women, is analyzed in terms of the role of women in the society and in the process of linguistic change and variation. (MSE)

ED 271 018 FL 015 783

Bunnag, Jerome
Adjectives, Nouns and Copredication in English.
PUB DATE- Apr 84
NOTE- 30p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; *English; Grammar; *Nouns; *Semantics; Structural Analysis (Linguistics)
IDENTIFIERS- *Predicates

Analysis of the cofunctional relationship between common nouns and adjectives in English is examined in terms of the principle of semantic copredication. It is proposed that a formalized semantic metalanguage system can be constructed to demonstrate that some English adjectives behave like common nouns. Numerous examples are provided throughout the paper. (MSE)

ED 271 216 PS 015 889

Ross, Cynthia S.
One Institutions's Approach to Resolving Child Care Needs.
PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the National Coalition for Campus Child Care, Inc. Conference (Boston, MA, April 10-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ancillary School Services; Campus Planning; *College Programs; *Day Care; Early Childhood Education; *Employer Supported Day Care; Faculty College Relationship; *Family Programs; Family School Relationship; Higher Education; Program Development

IDENTIFIERS- *Oklahoma State University
In 1983, recognizing that child care concerns affect work and academic performance, the president of Oklahoma State University appointed a child care committee to investigate the issue and submit recommendations. Before this effort, the approach to addressing the issue had been disjointed and haphazard. At the end of a year, the following recommendations were made: (1) to expand the Child Care Information Service; (2) to expand the Family Resource Center that provides support services to families; (3) to study the feasibility of expanding the development of laboratory programs so that year-round child care services could be offered; (4) to investigate the possibility of offering a flexible fringe benefit program or salary reduction plan for employees; (5) to encourage sensitive personnel policies; and (6) to investigate the possibility of sponsoring an after-school program for children. However, a mixture of budgetary constraints, possible conflict with academic mission, and lack of enthusiasm at this time led to the defeat of many of the recommendations, although some have been implemented. (HOD)

ED 271 232 RC 015 289

Report on State's Role in Native American Higher Education. House Memorial 28 Public Hearing.

New Mexico State Board of Educational Finance, Santa Fe.

PUB DATE- 21 Sep 84
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *American Indian Education; American Indians; College Preparation; College Programs; Educational Assessment; Educationally Disadvantaged; *Equal Education; *Government Role; *Higher Education; High Risk Students; Nontraditional Students; Postsecondary Education; School Demography; *State Government; Student Needs; Vocational Education
IDENTIFIERS- *New Mexico

These hearing transcripts and recommendations were in response to requests from the New Mexico Legislature for investigation of the state's role in Native American higher education. Section I contains abbreviated transcripts of testimony on 10 study committees covering needs and recommendations in curriculum/academic issues, off-campus training, financial aid, student services and concerns, community colleges/technical schools, affirmative action, state/federal roles in Native American education, public/community relations, and tribal education concerns. Presentations of representatives from 11 New Mexico institutions of higher education and 9 representatives of tribal organizations and state agencies are included. General recommendations to state government agencies and institutions of higher learning in Section II include: enforce affirmative action; appoint Native Americans to Boards of Regents; increase funding for recruitment/retention and student financial aid for Native American students; revise state funding formulas to include undergraduate programs serving Indian students, facilitate summer/off-campus programs, and equalize funding to vocational/adult education programs; ease transfer of course credit among and improve teaching and courses in state postsecondary institutions; revise state teachers' proficiency exam to reflect knowledge and skills of Native American teachers. Appendices include suggested retention tactics for Native American students and data on student sex and ethnic distribution in New Mexico postsecondary institutions from 1973-83. (LFL)

ED 271 287 SE 046 632

Lewis, Mark A.; Cooney, John B.
Attributional and Performance Effects of Competitive and Individualistic Feedback in Computer Assisted Mathematics Instruction.
PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Competition; *Computer Assisted Instruction; Elementary School Mathematics; *Feedback; *Individualized Instruction; Intermediate Grades; Locus of Control; Mathematics Achievement; Mathematics Education; Mathematics Instruction; *Performance; Sex Differences
IDENTIFIERS- Mathematics Education Research

Fifty-two fourth and fifth grade students, randomly assigned to three groups (1) competitive, (2) individualistic, and (3) no feedback control, received differential feedback regarding their performance in two 40-minute computer assisted mathematics sessions per week over six weeks. Attributions regarding academic outcomes in computer assisted mathematics were assessed prior to and following treatment, as was academic locus of control. Measures of rate of progress and achievement were also taken. Children receiving competitive feedback showed an increase in attributions to ability for success, as predicted. A predicted increase in attributions to effort for children receiving individualistic feedback was not found. Contrary to previous findings, gender differences in academic locus of control were not found, although all subjects showed an increase in internal responsibility for academic outcomes over the treatment period. Predicted increases in rate of progress and mathematics achievement by the individualistic feedback group in comparison with the competitive feedback and control groups were not found. Feedback conditions were found to differentially affect males and females with males exhibiting a significantly higher rate of progress than females within the competitive feedback group. Attributions were found to account for a moderate, significant portion of the variance in rate of progress and mathematics achievement. (Author/JM)

ED 271 303 SE 046 657

Invite Birds to Your Home. Conservation Plantings for the Midwest.
SPONS. AGENCY- Soil Conservation Service (DOA), Washington, D.C.
PUB DATE- Mar 81
NOTE- 18p.; Contains colored photographs which may not reproduce well. For related publications, see SE 046-658-660.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Botany; *Conservation (Environment); *Conservation Education; Ecology; Environmental Education; Horticulture; *Landscaping; Natural Resources; *Ornamental Horticulture; *Ornithology; Physical Environment; Plant Identification; Science Education
IDENTIFIERS- *Birds; United States (Midwest)

Descriptons of familiar birds of the Midwest and suggestions for attracting them to urban settings are offered in this publication. Plants which serve as food and protection for birds are identified. These plants are described by: the number of bird species that use the plant; the plant's ornamental value; its time in bloom and in fruit; its height; and its adaptations. Practical ideas are outlined for attracting birds to homes and gardens. A model of a conservation landscape design plan is offered and illustrated. Considerations and comments are directed to birds' needs and water areas, living screens, open areas, winter protection, living fences, and food plots. A list of pamphlets on plants, soils, and conservation methods is also provided. (ML)

ED 271 333 SO 017 166

Crumly, Roy L.
The Origins of Slavery and Racism: A Supplement to Cure What Textbooks Do Not Say.
PUB DATE- 27 Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the Indiana Council for the Social Studies (Terre Haute, IN, April 27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Black History; Black Studies; Citizenship Education; Grade 8; History Instruction; Junior High Schools; Middle Schools; Racial Bias; *Racial Discrimination; Racial Relations; Secondary Education; *Slavery; *Textbook Bias; *United States History

Designed to supplement an 8th grade history course with the best updated research on the subject of slavery's origins, the lesson plan described in this paper has several objectives: (1) To augment the secondary textbooks, most of which either do not cover the beginnings of slavery, or cover it adequately; (2) To acquaint students with the historical origins of slavery and its impact especially concerning racism in America; (3) To show that slavery developed gradually while prejudice occurred quickly; (4) To help explain why black Africans were made slaves and the origins of American racism; (5) To argue strongly against slavery and racism; and (6) To make better citizens of students. Also included are notes, suggested and selected bibliographies, and nine pages of lecture-handouts and worksheets. (TRS)

ED 270 971 FL 015 704

Palmberg, Rolf

How Much English Vocabulary Do Swedish-Speaking Primary-School Pupils Know before Starting to Learn English at School?

PUB DATE- 85
NOTE- 10p.; In: Ringbom, Hakan, Ed. Foreign Language Learning and Bilingualism; see FL 015 699.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Children; Elementary Education; *English (Second Language); Foreign Countries; *Prior Learning; Second Language Learning; Swedish; Transfer of Training; *Vocabulary
IDENTIFIERS- Finland

The aim of this paper is to present some results of a pilot study designed to find out the extent to which English words and expressions are already familiar to Swedish-speaking children before they start studying English at school, that is, at the end of their fourth school year. The study drew data from a simple productive and receptive English skills test administered to 74 pupils at that level in four Swedish-language schools in Finland. A relatively good knowledge of English vocabulary was found, especially in instances of similarity between English and Swedish forms. On the receptive (listening comprehension) portion of the test, the average of correctly identified words was 52 percent, and for expressions it was 58 percent, with recognition being best for words referring to family, pets, parts of the body, and colors. On the productive test, in which students were asked to write as many English words as possible and their Swedish equivalents in 20 minutes, the pupils produced 246 different words, with 25 percent of those occurring in more than two pupils' lists and referring to aspects of everyday life, such as numerals, colors, animals, and days of the week. It is recommended that teachers of English to Swedish-speakers take advantage of the linguistic similarities to facilitate comprehension. (MSE)

ED 270 986 FL 015 749

Hakuta, Kenji
What Research Evidence Says about Bilingual Education.
PUB DATE- 86
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Chicago, IL, April 1-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Bilingualism; *Educational Policy; *Educational Research; Educational Strategies; Elementary Secondary Education; Language Maintenance; *Learning Processes; Literature Reviews; Native Language Instruction; *Policy Formation; Reading Instruction; *Research Utilization; Second Language Learning

Much information of interest to bilingual education policymakers has emerged from basic research on language learning, bilingualism, and cognition. Among the conclusions drawn from it are the following: (1) bilingual education is superior to submersion education in many contexts;(2) one major bilingual education goal should be development of the full repertoire of English linguistic skills, in preparation for mainstreaming; (3) time spent learning the native language in bilingual programs is not time lost in developing English skills; (4) children can become fluent in a second language without losing the first language, and maintenance of the first language does not retard second language development; (5) there is no cognitive cost, and there may be advantages, in the development of bilingualism in children; (6) bilingual education programs should have the flexibility of adjusting to the large individual and cultural differences among children, including need for lengthy bilingual education; (7) educators should understand that for primary grade children second language learning may be a slow process and that older learners can learn languages quickly and efficiently; (8) reading should be taught in the native language; and (9) actions upgrading the status of limited-English-speaking children's culture and language contribute to their opportunities for friendship with native English-speaking children. (MSE)

ED 271 077　　　　　　　　　　　　　　　HE 019 458

Byrd, Mark A.

On-Campus Enrollment in Arkansas Higher Education Institutions, Fall 1984. Report 84-2.

Arkansas State Dept. of Higher Education, Little Rock.

PUB DATE- Apr 85
NOTE- 69p.; Some tables contain small print. Appendixes printed on colored paper.
AVAILABLE FROM- Arkansas Department of Higher Education, 1301 West Seventh Street, Little Rock, AR 72201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Credits; *College Students; *Enrollment Trends; Full Time Students; Geographic Location; *Higher Education; In State Students; *On Campus Students; Part Time Students; Private Colleges; Public Colleges; State Colleges; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Arkansas

Fall 1984 on-campus enrollment data in Arkansas colleges and universities are presented, along with a narrative description of trends. Statistical tables provide trend data for the state as a whole as well as data for specific institutions on: fall on-campus headcount by student level and type of institution, 1974-1984; number and distribution of fall full- and part-time on-campus headcount students, 1980-1984; fall on-campus headcount of first-time enrollees; legal residence of students at state-supported and private institutions, and sex and median age of students. Trend analysis for 1984 included findings that: Arkansas colleges and universities experienced a mild enrollment decline of 0.8% in fall 1984; the number of full-time first-time freshmen declined by 3.1%; in total, unclassified prebaccalaureate enrollment rose by 2%, largely as a result of the increase in part-time students; graduate and first-professional enrollment increased by 9.6%; the number of women enrolled at Arkansas institutions increased by 5%; women now represent 54.4% of the total student body; the total number of out-of-state part-time students increased by 4.2%; and the average load for full-time students declined to 14.55 hours. Twenty-three supplementary data tables, as well as a glossary and a list of institutional names and abbreviations, are appended. (SW)

Yeaman, Andrew Robert James
Visual Education Textbooks in the 1920s: A Qualitative Analysis.
PUB DATE- 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Book Reviews; *Educational Media; Elementary Secondary Education; History; Literature Reviews; Teaching Methods; *Textbook Research; *Textbooks; *Visual Aids
IDENTIFIERS- *Visual Communication Education

This exploration of the origins of educational communications and technology as a field focuses on the 1920s when the visual education movement first appeared. An explanation of the study precedes separate reviews of 13 primary sources--i.e., visual education textbooks--and draws on them to provide evidence for an analysis of the ideas and forces behind the national movement in visual education. The textbooks reviewed are: (1) "Motion Picture Education" (Ernest A. Dench, 1917); (2) "Motion Pictures for Community Needs: A Practical Manual of Information and Suggestions for Educational, Religious, and Social Work" (Gladys and Henry Bollman, 1922); (3) "Visual Education Teachers' Guide to Keystone '600 Set'" (Keystone View Company, 1922); (4) "Comparative Effectiveness of Some Visual Aids in Seventh Grade Instruction" (Joseph John Weber, 1922); (5) "Motion Pictures in Education" (Don Carlos Ellis and Laura Thornborough, 1923); (6) "Visual Education: A Comparative Study of Motion Pictures and Other Methods of Instruction" (Frank N. Freeman, Ed., 1924); (7) "The Cinema in Education: Being the Report of the Psychological Investigation Conducted by the Special Sub-Committees Appointed by the Cinema Commission of Enquiry Established by the National Council of Public Morals" (Sir James Marchant, Ed., 1925); (8) "Teachers' Guide: Keystone Primary Set" (Laura Zirbes, 1926); (9) "Motion Pictures for Instruction" (A. P. Hollis, 1926); (10) "Fundamentals in Visual Instruction" (William H. Johnson, 1927); (11) "Visual Instruction in the Public Schools" (Anna Verona Dorris, 1928); (12) "Picture Values in Education: A Complete Record of an Experimental Investigation. . ." (Joseph John Weber, 1928); and (13) "Motion Pictures in the Classroom: An Experiment to Measure the Value of Motion Pictures as Supplementary Aids in Regular Classroom Instruction" (Ben D. Wood and Frank N. Freeman, 1929). (JB)

ED 271 119 IR 051 556

Bergen, Dan

Issues of Access in the New Information Age.

PUB DATE- 19 Oct 84
NOTE- 26p.; Paper presented at the Conference on Everyman's Access to Information in the New Information Age (Madison, WI, October 19-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Information; Epistemology; Information Retrieval; *Information Science; Information Theory; *Inquiry; *Library Science; *Philosophy; Position Papers; Questioning Techniques

This paper suggests that library and information systems provide access to claims to knowledge rather than to knowledge or information and that such claims to knowledge are in fact claims to truth. The stated purpose of the paper is to explain why the library and information community should adhere to at least soft, if not hard, skepticism with regard to those claims to knowledge. The validity of claims to knowledge are assessed and claims to both everyday and academic knowledge are considered. The paper examines in turn each of four bases for claims to knowledge: (1) induction; (2) hypothecation; (3) definition (including knowledge claims rooted in logic and mathematics); and (4) access to inner states (either by direct report or by inference). The paper concludes that claims to truth cannot be affirmed and that most of what librarians and information workers call information, is in fact, opinion. (THC)

ED 271 134 JC 860 336

Longo, Judith A.
Adapting to Diversity.
PUB DATE- Mar 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Educational Opportunities; English Instruction; *Homebound; *Home Instruction; *Home Programs; *Physical Disabilities; Program Descriptions; Program Development; Special Programs; *Telephone Instruction; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Ocean County College NJ

Ocean County College (OCC) has had a long-standing commitment to serving all those who might benefit from higher education. One of its efforts to serve the disabled is its Telecollege Program for Confined Adults, which began in fall 1978. Through the program, homebound students select and schedule courses through a counselor, who also arranges for the transport of instructional materials and proctoring of exams. Once registered for a course, the homebound student dials a conference telephone at the beginning of each class period, enabling him/her to participate fully in class. For faculty members, the Telecollege Program requires an extra commitment, which may extend to altering lectures, developing special assignments, and arranging after class telephone discussions. For Telecollege students, who are generally young adults partially or totally paralyzed through accident or degenerative disease, the courses permit the use of their unimpaired intellectual resources toward the goal of a college degree. Although the Telecourse Program has made possible 4,710 hours of instruction which would otherwise have been inaccessible, not all college courses are adaptable to the Telecollege format. One of the most difficult obstacles confronting disabled students, many of whom are physically unable to write and in many cases unprepared for college-level composition, had been the English composition requirement. Two courses were developed to meet the special needs of these students: Communications for Motor-Impaired Students, which contained modules in listening, composing, speaking, and reading; and Literature for Motor-Impaired Students, which contained modules in the short story, the novel, and poetry. A final dimension to OCC's service to the disabled is provided through the Home Study curriculum of television, radio, or newspaper courses. Through these programs, OCC has shown that a little money and a lot of concern can go a long way in expanding educational opportunities for the disabled. (EJV)

ED 271 174 JC 860 389

Changes: Schenectady County Community College Overview, 1985-86.
Schenectady County Community Coll., Schenectady, N.Y.
PUB DATE- 30 Jan 86
NOTE- 75p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Administration; *College Planning; College Programs; *Community Colleges; Curriculum Development; Educational Assessment; Educational Facilities; Educational Finance; Faculty Development; *Long Range Planning; Organizational Objectives; School Community Relationship; Student Personnel Services; Student Recruitment; Two Year Colleges

Prepared for presentation to the Schenectady County Board of Representatives, this report provides an overview of the accomplishments of Schenectady County Community College (SCCC) during 1985 and of the changes, trends, and issues that will affect the future of the college. The first section provides information on SCCC's 5-year plan and framework of goals, including the institutional mission statement, and categories and subcategories for planning. The next section deals with program and curriculum issues, looking at SCCC's achievements in the areas of program evaluation, innovative curriculum development, program improvement grants, and facility improvement. Organizational development is then addressed, with a focus on computer systems development, organizational redefinition, and refinement of organizational communications. After explaining new student recruitment and enrollment management efforts and providing data on enrollments and student characteristics, the next section reviews student services activities, including expansion efforts, increases in financial aid awards, job placement services, articulation agreements with four-year colleges, and results of a graduate survey on employment and college transfer. SCCC's involvement with the community is the focus of the next section, which highlights employer needs assessment activities, community service planning, events to draw the community to the campus, and efforts to improve liaison with county agencies. Information on financial planning is provided, along with a discussion of future funding issues, and the structure and function of the newly formed, SCCC Foundation, Inc. Following a discussion of facility improvements and professional development activities, a summary is provided of the major achievements of the year. (EJV)

Romero, Patricia, Comp.; Sanchez, James Joseph, Comp.

Mass Media Systems (Television, Radio and Satellite) for LDC Regional Educational Development: The Case of Latin America. Bibliography 23.

Arizona Univ., Tucson.; Tucson Applied Linguistics Group, AZ.

PUB DATE- Sep 85

NOTE- 16p.; For Bibliography 22, see ED 260 864.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Communications Satellites; *Developing Nations; Educational Change; *Educational Development; *Educational Media; Educational Radio; Educational Television; Foreign Countries; *Mass Media; Nonformal Education; Rural Population

IDENTIFIERS- *Latin America; South America

Intended as an introduction to the use of educational media in the less developed countries (LDCs), this bibliography provides an overview of materials available in government documents collections. The 49 documents listed are derived principally from the Agency for International Development (AID), with two documents having been included from ERIC. Entries indicate from which source the document is obtainable and most entries include annotations. Dates of publication for the references range from 1967 to 1981, with most falling in the early to mid-1970s. Abbreviations used in document titles and annotations are defined. An index provides an alphabetized listing of topics and areas of concern. (LFL)

ED 271 319 SE 046 673

Doyle, Walter; Sanford, Julie P.

Managing Students' Work in Secondary Classrooms: Practical Lessons from a Study of Classroom Tasks.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.
REPORT NO.- RDCTE-6193
PUB DATE- Dec 85
NOTE- 66p.
CONTRACT- NIE-G-83-0006
AVAILABLE FROM- Communications Services, Research and Development Center for Teacher Education, University of Texas at Austin, Education Annex 3203, Austin, TX 78712.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Class Activities; Classroom Observation Techniques; Classroom Research; *Classroom Techniques; *Cognitive Processes; Content Analysis; *English Curriculum; Instructional Effectiveness; Instructional Materials; Interviews; Learning Strategies; Mathematics Education; Science Education; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Social Studies; Student Participation; *Task Analysis; Teaching Methods
IDENTIFIERS- Cognitive Level

This paper describes some practical lessons derived from the Managing Academic Tasks studies conducted at the Research and Development Center for Teacher Education at the University of Texas at Austin. The research included case studies of academic work conducted in 10 junior and senior high school science, mathematics, social studies, and English classes. Concepts and propositions that can improve understanding of classroom teaching and learning include: (1) cognitive level of academic tasks; (2) classrooms as production systems; (3) meaning in classroom work; (4) classroom processes; and (5) students' interpretation of academic work. Practical suggestions about how teachers handle problems of planning and conducting work include: (1) communicating tasks to students; (2) monitoring students' work; (3) encouraging students to engage in novel tasks; (4) making connections among classroom tasks; and (5) choosing task types and forms. The following procedures for observing academic tasks in classrooms are discussed: (1) identifying academic tasks; (2) pre-observation conferences; (3) observing classes; (4) describing tasks; and (5) postobservation conferences. (JM)

ED 271 349 SO 017 245

Subject Index to Current Population Reports.

Bureau of the Census (DOC), Suitland, Md. Population Div.
PUB DATE- Oct 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130) Collected Works - Serials (022)
DESCRIPTORS- Birth Rate; *Census Figures; Community Size; *Demography; Educational Attainment; Farmers; *Geographic Distribution; Income; Marital Status; Minority Groups; Occupational Mobility; Older Adults; *Population Growth; *Population Trends; Poverty; Profiles; Racial Composition; Relocation; Residential Patterns; Rural Population; Rural to Urban Migration; Urban Population; Urban to Rural Migration; Urban to Suburban Migration; Youth
IDENTIFIERS- Census Bureau Current Population Survey

Designed to provide a ready resource for government, educators, librarians, and the general public, the Index contains demographic information on a wide variety of population-related topics and is the first bibliographic inventory of all Current Populaton Reports. The Index's 20 sections are listed sequentially by subject, series number, year covered, area or level of coverage, and title. The sections are: Black Population; Children and Youth; Educational Attainment; Elderly; Farm Population; Fertility; Geographic Areas; Geographic Areas by Age, Sex and Race; Households and Families; Income; Marital Status and Living Arrangements; Methods, Concepts, and Specialized Data; Metropolitan and Nonmetropolitan Residence; Mobility and Travel to Work; Poverty; Profiles; Projections; School Enrollment; Spanish and Other Ethnic Origins; and Voting and Registration. (TRS)

ED 270 956 EC 190 208

Pugach, Marleen

Special Education Categories as Constraints on the Reform of Teacher Education.

PUB DATE- Apr 86

NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Federal Aid; Higher Education; *Interdisciplinary Approach; *Mild Disabilities; *Preservice Teacher Education; *Special Education Teachers; Teacher Education Curriculum; Teacher Educators; Teacher Responsibility

The paper considers issues of educational and social reform suggested by the dual systems of teacher education, the preparation of regular teachers and the preparation of special education teachers (particularly those of the mildly handicapped). It is suggested that the existence of two teacher preparation university curricula allows general teacher preparation programs to avoid the responsibility of preparing prospective teachers to accommodate the usual range of students in the classroom and leads to artificial differences in pedagogical function, metacognitive function, and teacher expectations of student learning, despite the considerable overlap in instructional methodologies. The separation of the two disciplines is perceived as preventing regular dialogue on ideological issues between special and general educators at all levels. It is also suggested that this separation has led to the existence of unnecessary federal programs for the preparation of teachers of the mildly handicapped. The internal allocation of resources to the teacher education branch of special education is questioned. It is concluded that special education teacher educators have failed to demonstrate that programs for teachers of the mildly handicapped are unique or to show good reason for their reluctance to identify professionally with teacher education as a whole. (DB)

ED 271 019 FL 015 784

Cormick, James
Palestinian Arabic Vowels.
PUB DATE- Apr 84
NOTE- 11p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Comparative Analysis; Contrastive Linguistics; Dialect Studies; Generative Phonology; Language Research; Linguistic Theory; *Regional Dialects; *Vowels
IDENTIFIERS- *Arabic (Palestinian); Palestine

The vowel system of the educated rural sedentary dialect of the West Bank (Palestine) is analyzed from a generative phonological point of view and in relation to three phonological processes: monophthongization, centralization, and pharyngealization. The results of the analysis are compared with Mark Cowell's broader 1964 analysis of Syrian Arabic. Cowell's vowel description is found to be inadequate for the dialect studied here, differing from the present analysis in its degree of precision in locating certain vowels. (MSE)

ED 271 035 HE 019 396

Hewson, Mariana G. A'B.; And Others

Teaching and Learning in Medicine: A Cognitive Science Approach.

SPONS. AGENCY- Human Sciences Research Council, Pretoria (South Africa).
PUB DATE- May 86
NOTE- 71p.; Appendix A contains faint and broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Diagnosis; *College Instruction; Higher Education; *Learning Theories; *Medical Case Histories; *Medical Education; Medical Evaluation; *Skill Development
IDENTIFIERS- Cognitive Science

A method to facilitate medical students' skill in diagnosis, based on cognitive science, was studied. A teaching intervention consisting of a 6-week seminar was used with sixth-year medical students in pediatric cardiology, which was their last rotation. Students were instructed to think about medicine as experts do (i.e., to conceptualize knowledge as consisting of parts that are related in a variety of ways, and which can be regarded as chunks). Objective was to determine whether the reorganization of knowledge structures acquired from preclinical lectures and from textbooks can be mediated by medical school instruction. Instruction used case histories and was based on the conceptual change model of learning. Criteria used to distinguish experts from novices were: correct diagnosis, kinds of knowledge structures/strategies used, whether the concepts are linked, and whether only relevant concepts are used. Eleven control group and 12 experimental group students were assessed using a pre- and post-test instruction design. Students were asked to diagnose by reporting aloud any thoughts they had in formulating a diagnosis. It is concluded that the teaching intervention introduced through this pilot study did improve students' thinking, but that the study needs further development. Appendices contain a verbatim transcript of the comments of a student and examiner and three case studies. A 47-item bibliography is included. (SW)

ED 271 049	HE 019 410

Postsecondary Education in Southeast Florida: Regional Coordination. A Study Prepared in Response to Specific Appropriation 512A of the 1985 General Appropriations Act (Chapter 85-119, Laws of Florida). 1986--Report 2.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 9 Jan 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Coordination; Educational Cooperation; Feasibility Studies; *Geographic Regions; Higher Education; *Mergers; Mission Statements; Public Colleges; *Regional Cooperation; *State Universities; *Statewide Planning
IDENTIFIERS- *Florida (Southeast); Florida Atlantic University; Florida International University

A report on the feasibility of forming a single public four-year institution with multiple campuses to enhance public educational services in Southeast Florida is presented. Specifically of concern was the desirability of merging Florida International University (FIU) and Florida Atlantic University (FAU). The objective was to develop a structure for ensuring coordination and the delivery of educational opportunities. Three public hearings were held and a review was conducted of the literature and of activities in other states as well as in Florida regarding mergers of public postsecondary education institutions. Also considered were the general demographic and educational characteristics of Southeast Florida as they relate to the concept of merger. The merger was not recommended. It was proposed that a planning structure, to be developed from standing Southeast Florida committees, should be created by the Board of Regents, the State Board of Community Colleges, and the Postsecondary Education Planning Commission. The possibility was suggested of developing a joint catalog between FAU, FIU, and Broward Community College in order to describe coordinated program offerings. Appended are mission statements for FAU and FIU and minutes of meetings of program committee of the Florida Postsecondary Education Planning Commission. (SW)

ED 271 063 HE 019 444

Smith, Eugene H.; Baron, Marvin J.
Faculty Member's Guide to U.S. Immigration Law. Revised.
National Association for Foreign Student Affairs, Washington, D.C.
SPONS. AGENCY- United States Information Agency, Washington, D. C.
PUB DATE- 86
NOTE- 53p.
AVAILABLE FROM- National Association for Foreign Student Affairs, Publications Order Desk, 1860 19th Street, N.W., Washington, DC 20009 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Faculty; *Compliance (Legal); Eligibility; *Federal Regulation; *Foreign Nationals; *Foreign Students; Foreign Workers; Guidelines; Higher Education; *Immigrants; Laws; Recordkeeping; Refugees; Student Exchange Programs; Study Abroad; Teacher Exchange Programs; Travel

Immigration laws and regulations pertaining to foreign students and scholars are summarized as an aid to faculty members. Basic immigration documents and terminology are explained, including the passport, visa, immigration status or classification, Form 1-20 ID, the "green card", and Departure Record. Classes of nonimmigrants are described, including: J-1 exchange visitor students, M-1 vocational and technical students, and F-1 academic and language students. For the F-1 students, information is included on obtaining the visa, entering the United States, maintaining status, employment, transferring to another school, institutional record-keeping and reporting requirements, disclosure of information, and dependents. Classifications of foreign scholars are also covered, including: visitors for business and pleasure, practical trainee and F-1 postdoctoral student, exchange visitor, temporary worker of distinguished merit and ability, temporary worker, and trainee. Eligibility for immigrant and permanent resident status is discussed, along with numerical limitations and processing time. Additional topics include: school policies, immigration attorneys, U.S. income and social security taxes, and federal student financial aid. A chart provides information on types of visas. (SW)

ED 271 105 IR 012 182

Olson, John K.

Computers in Canadian Elementary Schools: Curriculum Questions from Classroom Practice.

PUB DATE- Apr 86
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Software; Curriculum Development; Elementary Education; *Elementary School Teachers; Foreign Countries; Futures (of Society); *Inservice Teacher Education; Instructional Innovation; *Microcomputers; Programing; Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Canada

This paper discusses several interrelated issues that concern four Canadian elementary school teachers who expect to be asked to introduce computer literacy into existing curriculums in the near future. Topics addressed include: (1) how teachers fit computer instruction into their existing practices; (2) status of the subject in their school; (3) principal's attitude toward the educational value of computer awareness activities; (4) ways in which teachers actually use computers (computer awareness, programming, etc.); (5) methods of computer education, including the "teach yourself" method; (6) student reactions to computer instruction, including specific software packages; (7) teacher opinion about [illegible] demands of teaching a separate computer subject; and (8) teacher needs, e.g., more time to prepare, adequate hardware, support personnel. Problems of integrating computer experiences into the curriculum are addressed and five questions are presented which illustrate the difficulty of establishing computer literacy courses in the elementary school. Finally, the topics of teacher education and preparedness are discussed, and an agenda for teacher education is proposed. It is suggested that teacher education and curriculum are closely tied, and that how the computer is conceptualized as a subject in the elementary school will have an important bearing on the agenda that is set for teacher education. A list of references is attached. (JB)

ED 271 147 JC 860 353

Conn, Edith, Ed.
60 Milestones in the History of Senates and the Academic Senate for California Community Colleges.
California Community Colleges, Sacramento. Academic Senate.
PUB DATE- Apr 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Faculty; *College Governing Councils; Community Colleges; *Educational History; *Educational Legislation; *Governance; *Policy Formation; Two Year Colleges
IDENTIFIERS- *Academic Senate for California Community Colleges

A historical overview is provided of 60 significant events in the development of the Academic Senate movement in California's community colleges. Beginning in 1963, when the State Assembly passed a resolution giving legal recognition and specific jurisdiction to Academic Senates, the paper offers brief descriptions of legislative enactments affecting the state's community colleges, their faculty, and Academic Senates; major milestones in the formation and history of the Academic Senate for California Community Colleges (ASCCC); and significant ASCCC publications and accomplishments. (EJV)

ED 271 187 JC 860 403

Progress in Facilitating the Transfer of Community College EOPS Students: A Report to the Legislature and Governor in Response to Assembly Bill 1114 (Chapter 1586, Statutes of 1985). Commission Report 86-13.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Apr 86

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Admission Criteria; *Articulation (Education); *College Transfer Students; Community Colleges; *Educationally Disadvantaged; Enrollment; Postsecondary Education; Statewide Planning; Student Mobility; *Transfer Policy; *Transfer Programs; Two Year Colleges; Two Year College Students

IDENTIFIERS- *California

In response to legislative mandate, this report assesses progress in the implementation of 12 recommendations made in February 1985 by an intersegmental task force established to evaluate existing programs and financial services for community college Extended Opportunity Programs and Services (EOPS) students who transfer to public colleges and universities. First, the report summarizes developments in California higher education that support efforts to expand transfer opportunities for EOPS students. The next section reproduces the 12 recommendations of the task force and describes the present status of each of them. The last section offers seven findings and conclusions about progress to date in implementing the recommendations, including the following: (1) the California State University and the California Community Colleges have made progress in establishing a pilot program to make EOPS transfer students eligible for EOPS grants and services; (2) progress toward developing complementary data processing services among the three segments of postsecondary education in California cannot be made until the Chancellor's Office of the Community Colleges establishes a statewide database for EOPS; (3) given the absence of statewide data about the ethnic composition and educational goals of EOPS students, it is difficult to assess changes in transfer rates or student composition; (4) although community colleges are increasingly providing matriculation services such as assessment and counseling, caution should be exercised to ensure that the needs of EOPS students are met through either collegewide matriculation services or special EOPS services; and (5) EOPS students should have the opportunity to benefit from the services provided by the community colleges' newly established transfer centers. (RO)

ED 271 304 SE 046 658

Invite Birds to Your Home. Conservation Plantings for the Northeast.
SPONS. AGENCY- Soil Conservation Service (DOA), Washington, D.C.
PUB DATE- Jan 80
NOTE- 18p.; Contains colored photographs which may not reproduce well. For related publications, see SE 046 657-660.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Botany; *Conservation (Environment); *Conservation Education; Ecology; Environmental Education; Horticulture; *Landscaping; Natural Resources; *Ornamental Horticulture; *Ornithology; Physical Environment; Plant Identification; Science Education
IDENTIFIERS- *Birds; United States (Northeast)

Descriptions of plants which serve as food and/or protection for birds of the northeast United States are presented in this publication. Explanations are given for each plant as to: ornamental value; time in bloom and in fruit; height; adaptations; and the number of bird species that use it. Practical ideas and suggestions are outlined for attracting birds to home and gardens. A model of a conservation treatment for a suburban lot is offered and illustrated. Considerations and comments are directed to birds' needs and food plots, cutback borders and clearings, grassed and open areas, water areas, living screens and living fences. A list of pamphlets on plants, soils, and conservation methods is also provided. (ML)

Abu-Salim, Issam, Ed.; Owens, Jonathan, Ed.
Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984).
Yarmouk Univ., Irbid (Jordan). Dept. of English.
PUB DATE- 84
NOTE- 270p.; For individual papers, see FL 015 769-785.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Achievement Tests; *Arabic; *Communicative Competence (Languages); Course Organization; Educational Theories; *English (Second Language); Foreign Students; Form Classes (Languages); Grammar; Higher Education; Intonation; Learning Strategies; Linguistics; Linguistic Theory; *Phonology; Second Language Learning; Sociolinguistics; Structural Analysis (Linguistics); Syntax; Writing Instruction

The proceedings include: (1) "Communicative Competence Reconsidered," by M. Doushaq; (2) "Scenarios for Enhancing Communicative Competence," by G. Salah; (3) "Oral Style Strategies in EFL Written Discourse: Implications for Teaching College Composition," by O. Atari; (4) "Arabic and English Imperative Structures," by M. Anani; (5) "Simplification and Reduction as Foreign Language Learning Strategies: Implications from Jordanian Arabs Learning English," by Y. El-Halees; (6) "The Stressing of Final Superheavy Syllables by Saudi Learners of English: Implications for the Contrastive Analysis Hypothesis," by M. Younes; (7) "Achievement Testing and Foreign Language Teaching," by A. Abdrabou; (8) "Educational Theory and TESL/TEFL: Where the Antipathy Has Led to," by H. El Fadil; (9) "Linguistic Analysis as an Input to Course Design," by T. Khalid; (10) "Basic Academic Requirements of Foreign Students in Departments of English," by G. Salamah; (11) "On the Notions 'Standard' and 'Prestigious' in Arabic Sociolinguistics," by M. Ibrahim; (12) "Arabicization and the Role of English Language Teaching in Arab Universities with Special Reference to the Iraqi Experiment," by L. Barkho; (13) "Subject-Object Relations and Word Order in Standard Arabic," by S. Suleiman; (14) "Definiteness in Arabic from an Axiomatic Functional Point of View," by S. Hadj-Mohamed; (15) "Adjectives, Nouns, and Copredication in English," by J. Bunnaq; (16) "Palestinian Arabic Vowels," by J. Cormick; and (17) "Consonant Assimilation in Arabic: An Autosegmental Approach," by I. Abu-Salim. (MSE)

ED 271 120 IR 051 557

Master, Nancy L.; Master, Lawrence S.

Perceptions of School Librarians as Curriculum Leaders.

PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Librarians; Library Research; *Library Role; Library Surveys; Media Specialists; Questionnaires; *School Libraries
IDENTIFIERS- *Clark County School District NV

A study was undertaken to determine what type of curriculum leadership roles school librarians were exerting in the nation's nineteenth largest school district, the Clark County Public Schools of Nevada. A 15-item questionnaire was mailed to 75 Clark County School District librarians; responses were received from 59 libraries (79%). Following a review of related readings on the subject of the school librarian as a school curriculum leader, analyses of the responses to each of the 15 questions included in the questionnaire are presented. Based on the analysis of the survey results and on the relationship of these analyses to the related readings and research cited, nine major conclusions are presented. They include: (1) school librarians do not see themselves as curriculum leaders; (2) school librarians are the media specialists of their schools; (3) school librarians are support, auxiliary personnel for classroom content area teachers; (4) school librarians are directly involved with reading programs at all grade levels; and (5) perceptions of the roles of school librarians are affected by the tone set by school principals for their respective schools. A series of tables divided by grade levels indicates the librarians' responses to the questionnaire. A 36-item bibliography is included. (THC)

ED 271 161 JC 860 372

Blanchard, Bryan

A Response to Recent Board of Regents' Action on Business Administration Education and a Critique of the Call for Business Administration Accreditation.

PUB DATE- 86
NOTE- 13p.; For the document critiqued in this paper, see JC 860 371.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Accountability; *Accreditation (Institutions); *Business Administration Education; Community Colleges; *Evaluation Criteria; Postsecondary Education; *Program Evaluation; *State Standards; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Massachusetts

In May 1986, the Board of Regents of Higher Education in Massachusetts accepted a report of a statewide program review in postsecondary business administration education. This critique of the program review report focuses specifically on the board-adopted requirement that public senior institutions seek accreditation from the American Assembly of Collegiate Schools of Business (AACSB), and the effect this requirement will have on statewide transfer patterns and the goal of open access to postsecondary education. After introductory comments, the paper points to major limitations of the statewide review, including the brevity of the site visits, the ambiguity of the data, and the inappropriate accountability model upon which the review was based. Next, after noting that all of the public colleges in the statewide review have regional accreditation, the paper questions the desirability of adding another layer of accreditation, pointing to the limitations of the accrediting process. An analysis is presented of AACSB accreditation, highlighting the comparability of the agency's accreditation criteria with those of the regional accrediting agency and analyzing the conditions and resources considered by the AACSB to assure institutional quality. Finally, the paper examines student transfer issues involved in the AACSB accreditation, arguing that the program review report revealed a deep misunderstanding of the role of community colleges in open access education systems and of the course-taking patterns common to community college students. (RO)

ED 271 201 PS 015 809

Taking Steps: Matching Child Care Options with Corporate Needs.
Massachusetts Bay Community Coll., Watertown.
PUB DATE- 24 Oct 85
NOTE- 37p.; Papers presented at the conference "Taking Steps: Matching Child Care Options with Corporate Needs" (Wellesley Hills, MA, October 24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childhood Needs; *Day Care; *Day Care Centers; Early Childhood Education; *Employer Employee Relationship; *Employer Supported Day Care; Program Descriptions; Program Development; *Program Implementation; Social Change
IDENTIFIERS- *Massachusetts

The conference at which these two papers were presented was sponsored by the Employer Supported Child Care Network, the Executive Office of Economic Affairs, and the Massachusetts Bay Community College. Opening remarks were provided by President Roger Van Winkle of Massachusetts Bay Community College and Evelyn Murphy, Secretary of Economic Affairs, offered a general perspective on the issues. The second presentation, provided by Anthony Sapienza of the Greico Brothers, manufacturers of Southwick Clothing in Lawrence, Massachusetts, relates the step-by-step implementation of their employer-supported child care center. Included in this presentation are questions from the audience as well as answers from the speaker. (HOD)

Hranitz, John R.
Montessori and Brain Research.
Bloomsburg Univ., PA.
PUB DATE- 85
NOTE- 12p.; Paper presented at the Conference on Children (Spring, 1985).
AVAILABLE FROM- Dr. John R. Hranitz, Department of Curriculum and Foundations, Bloomsburg University of Pennsylvania, Bloomsburg, PA 17815 (no charge for first copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brain Hemisphere Functions; *Classroom Environment; *Concept Formation; Early Childhood Education; Educational Research; *Educational Theories; *Learning Processes; *Learning Theories; *Neurological Organization; Perceptual Development
IDENTIFIERS- *Montessori (Maria)

Researchers in medicine, education, and related fields continue to make new discoveries about how the brain functions or malfunctions. The implications of studies of how young children learn compare favorably with those of educators such as Maria Montessori, Jerome Bruner, and Jean Piaget. These researchers saw growth and development as a series of stages related to inherited potential, maturation, and experiences. Brain research has concluded that (1) no single area of the brain can function alone, (2) individuals generate and associate different meanings to similar experiences, (3) the brain grows in spurts, (4) the brain responds to the environment surrounding it, (5) the brain can easily establish elaborate abstract coding and decoding systems, and (6) the brain deals with the world systematically. The role of the Montessori teacher--making the children the center of learning, encouraging children to use the freedom provided for them, observing children in order to prepare the best possible environment, recognizing sensitive periods, and diverting unacceptable behavior into meaningful tasks--supports the implications of this research. (HOD)

Manufactura/Mercadeo y Distribucion. Libro del Profesor (Manufacturing/Marketing & Distribution. Teacher's Guide). B6. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 83
NOTE- 154p.; For the English version, see ED 248 097. for other guides in the series, see RC 015 744-750. The three sets of student activity folders were removed due to reproducibility.
GRANT- 28-84-0023
AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.
LANGUAGE- Spanish
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; Elementary Education; Elementary School Mathematics; Grade 5; Instructional Materials; Language Arts; Learning Activities; *Manufacturing Industry; *Marketing; Mathematics Skills; *Migrant Education; *Occupational Clusters; *Occupational Information; Pretests Posttests; Skill Development; Teaching Guides; Units of Study
IDENTIFIERS- *CHOICE (Career Education Curriculum)

The guide, written in Spanish, comprises the fifth grade unit of a career education curriculum developed for migrant students. The unit focuses on 11 occupations in manufacturing, marketing, and distribution: union representative, welder, machinist, assembly worker, textile designer, chemist, buyer, sales representative, accountant, commercial artist, and trucker. An introduction to each job contains vocabulary words pertaining to the job and instructions for conducting the lessons. Student workbook pages contain language arts and mathematics activities that utilize crossword and word find puzzles, matching, true-false, fill-in-the-blank, and scrambled word exercises. The activities are intended to provide occupational information while reinforcing the skills of matching, fact finding, determining the main idea, outlining, spelling, and logical validity. A pre- and post-test with student test leaflet, teacher guide, and answer sheet utilizes matching and multiple choice questions to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. (NQA)

ED 271 261 RC 015 814

Lucas, Liney
The Schooling Routine--A Qualitative View for Regional Planning.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Facilities; *Educational Philosophy; *Educational Resources; Elementary Education; Foreign Countries; Regional Planning; *Rural Education; Rural Schools; Rural Urban Differences; Student Attitudes; Student Characteristics; Student Evaluation; *Student Promotion; Teacher Attitudes; Teacher Characteristics; *Teaching Styles
IDENTIFIERS- *Brazil

Promotion rate differences in Brazilian rural and urban primary schools prompted an investigation of educational problems in rural areas. Four case studies were conducted in lower (1st through 4th grade) and upper (5th through 8th grade) rural primary schools in three regions of Espirito Santo State which have different cultures, languages, and economies. School location and facilities, teacher and student characteristics and attitudes, and learning routines were described. Recommendations were made to improve educational quality. Teachers were found to lack minimum teaching qualifications and information about educational techniques, were poorly paid, and were passive toward educational change. Technical and administrative personnel were seldom available. Students were two years older than their urban counterparts, came from lower middle class backgrounds, were passive and disciplined in the classroom, and valued school as entertainment and a break from household chores. Teachers regarded themselves as caretakers of knowledge to be imparted to students, maintained formal classroom attitudes, and interacted with few students. Curiosity and creativity were discouraged, classroom activities showed little variation, textbooks were followed page by page, no supplemental materials were used, and information was not related to the known environment. Promotion standards varied from teacher to teacher and seemed more demanding in lower grades. (LFL)

ED 271 275 RC 015 838

Crohn, Leslie; Nelson, Steven R.
Rural Collaboratives: A Review of the Research.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 86
NOTE- 19p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrative Organization; *Consortia; *Cooperative Programs; Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Faculty Development; Improvement Programs; Instructional Improvement; Models; Program Descriptions; Rural Education; *Rural Schools; *Shared Resources and Services
IDENTIFIERS- *Collaboratives; Field Agents; Northwest Regional Educational Laboratory; *Organizational Analysis; United States (Northwest)

Alternative models of rural school improvement consortia were identified through a review of research literature in order to determine what existing models were applicable to rural school consortia in the northwest United States. Organization structure of rural school collaboratives and characteristics associated with successful functioning were delineated. Five organizational models were found: cooperative model with no affiliated intermediary, educational service agency as intermediate unit model, state education agencies model, university model, and professional association model. Each model is discussed and examples of existing consortia given. Common attributes, characteristics, advantages, and benefits of successful rural school collaboratives are listed. These include high levels of dependence on trust, communication, and shared goals, effective planning, group problem solving, comprehensive staff development programs, competent leadership, internal stability, and the instructional and administrative benefits of shared services. The role of field agentry in four of the five collaborative models is examined and characteristics of effective field agents are listed. Two models and three existing rural school improvement centers are recommended for further study. (LFL)

ED 271 288 SE 046 634

Collins, Angelo

Problem-Solving Rules for Genetics.

PUB DATE- 86
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Cognitive Structures; *Computer Assisted Instruction; *Genetics; *Problem Solving; *Programed Tutoring; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Skill Development
IDENTIFIERS- *Knowledge; Science Education Research

The categories and applications of strategic knowledge as these relate to problem solving in the area of transmission genetics are examined in this research study. The role of computer simulations in helping students acquire the strategic knowledge necessary to solve realistic transmission genetics problems was emphasized. The Genetics Construction Kit (GCK) was the simulation program used to generate transmission genetics problems in this study. The two sources of strategic knowledge required to solve these problems came from the rational analysis of each class of problems and from the analysis of the performance of experts solving such problems. The rational analysis and the analysis of the performance of experts were used to modify and supplement each other in order to construct a description of desired performance for solving realistic, computer-generated transmission genetics problems. Information presented on these two sources included: (1) a general description, (2) data redescription, (3) solution synthesis, and (4) solution assessment. It appears feasible that a computer tutoring system together with an expert system can be designed and implemented to enable students to solve realistic computer generated transmission genetics problems. (ML)

ED 271 334 SO 017 169

Wooster, Judith S., Ed.
Social Studies in the Formative Years.
Association of Teachers of Social Studies, New York, N.Y.; United Federation of Teachers, New York, N.Y.
PUB DATE- 86
NOTE- 42p.
AVAILABLE FROM- United Federation of Teachers, 260 Park Avenue South, New York, NY 10010 ($1.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Curriculum Development; Educational Assessment; Elementary Education; *Elementary School Curriculum; Higher Education; *Social Studies; *State Curriculum Guides

This collection of eight articles was written to assist schools in rethinking and strengthening social studies programs, grades K-6. The articles offer practical suggestions for classroom teachers, social studies supervisors, and other professionals who have responsibility for planning and implementing programs. The issue begins with an article by Linda Biemer in which she builds a strong case for meaningful social studies programs at the elementary level and lists important goals for effective programs. The second article by Eileen Neeson outlines the process by which a school or district can create materials to support and implement the New York State Social Studies Program. The third article by Jerry M. Schulman presents a step-by-step model useful in designing content/concept/skills-focused activities. The fourth article by Florence Jackson urges elementary social studies teachers to focus on helping students develop a global perspective and global citizenship skills and attitudes. The fifth article by Judith S. Wooster presents three approaches to teaching for concept learning. The sixth article by Gloria Sesso offers model lessons in which skill instruction plays an integral role in delivering content and concept goals. The seventh article by Michael G. Fischer calls for expanding and strengthening the scope of evaluation and offers evaluation strategies that go beyond low level recall to assess content, concept and skill goals. The final article by Wayne Mahood outlines six strategies to help the profession prepare and retain high quality elementary social studies teachers. (RSL)

ED 270 972 FL 015 705

Helle, Tuija

Bilingual Education: A Study of the French Immersion Program in Canada Considering the Possibilities of Adaptation to Finnish Schools.

PUB DATE- 85

NOTE- 92p.; In: Ringbom, Hakan, Ed. Foreign Language Learning and Bilingualism; see FL 015 699.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bilingualism; Child Language; Comparative Analysis; Elementary Education; Foreign Countries; French; *Immersion Programs; *Program Descriptions; *Program Effectiveness; Second Language Programs; Swedish

IDENTIFIERS- *Canada; *Finland

French immersion programs were initiated in Ontario and Quebec 20 years ago in the search for more effective second language instruction methods, and by September 1975 had spread to all Canadian provinces. The emphasis is on communication, with subject matter taught in French. The programs have been very effective, resulting in successful second-language learning, maintenance and improvement of native language skills, and consistent academic achievement. Canadian immersion education has some unique characteristics: it enrolls native English-speakers and not French-speakers; teachers are bilingual; and it is available to, but not required of, all English-speaking children. Several program design options are common: early or late, and total or partial immersion. Finland, also a bilingual country, shares some characteristics with Canada, but while early partial immersion is possible in Finland, early total immersion is not feasible. Late immersion could pose serious administrative problems in Finland, where there are often several language groups, and beginning large-scale content instruction in a foreign language at the upper levels would be problematic; some content courses however could be taught in the second language. A few carefully-planned experimental programs in specific bilingual communities in Finland could be developed, but broad-based adaptation of the Canadian model is unlikely at present. (MSE)

ED 270 987 FL 015 751

McKenzie, Floretta Dukes

Multicultural Perspectives Are Essential for Education and the Information Age.

PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Chicago, IL, April 1-5, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Pluralism; *Educational Needs; *Futures (of Society); Immigrants; *Multicultural Education; *Technological Advancement; Telecommunications

In the coming age of technological advancement and global communications, it is increasingly important for education to destroy myths and stereotypes too long in existence, and for the United States to avoid a tendency toward cultural isolationism. Educators must encourage a spirit of understanding and cooperation, facilitated by the greater representation of students of various cultures in the classroom to share insights. The presence of the new immigrant in the American classroom is instructional for American-born children of all ethnic groups. Educators must persist in their efforts to keep children tolerant of each other despite communication problems and cultural differences. The cultural understanding and mutual respect gained from multilingual, multicultural, and global curriculum content and activities in all disciplines can help to prepare our children as global leaders. (MSE)

ED 271 020 FL 015 785

Abu-Salim, Issam M.
Consonant Assimilation in Arabic: An Autosegmental Approach.
PUB DATE- Apr 84
NOTE- 27p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Classification; *Consonants; Distinctive Features (Language); *Generative Phonology; Linguistic Theory; Vowels

The major consonant assimilation processes occurring in Classical and Colloquial Arabic are listed (classified as progressive or regressive, partial or complete), and an autosegmental analysis is performed on them. It is argued, on the basis of the autosegmental approach to the underlying representation of segments and to the application of phonological rules adopted in this paper, that partial and complete assimilation rules are just two forms of the same process since they apply in the same manner. Both types of assimilation involve the transfer of one or more features of a certain segment onto an adjacent one so that the latter becomes partially or totally like the former. The only difference between the assimilation types is found in their outcome, but this difference is not found to have any bearing on the behavior of the output of assimilation toward phonological rules like epenthesis. The analysis is then shown to be in harmony with the Obligatory Contour Principle concerning the phonological status of the geminate consonant clusters resulting from the phonological rules of assimilation. (MSE)

ED 271 148 JC 860 354

Attitudes of Recent LaGuardia Graduates toward Further Education: A Baseline Measurement. Report of Findings.

Kane, Parsons and Associates, Inc., New York, N.Y.

SPONS. AGENCY- La Guardia Community Coll., Long Island City, N.Y.
PUB DATE- May 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students;

Community Colleges; Graduate Surveys; Questionnaires; *Student Attitudes; *Student Educational Objectives; Two Year Colleges

As part of a project to increase transfer rates among students at LaGuardia Community College (LCC), a study was conducted to provide baseline data for future comparisons regarding interest in further education among recent LCC graduates, attitudes toward additional education, reasons for and against enrolling in additional educational programs, and awareness of information about transferring to a senior college. Telephone interviews were conducted with a sample of 107 fall 1983 and 101 winter 1984 graduates. Study findings included the following: (1) while only 16% of the recent LCC graduates were enrolled in further educational programs when interviewed, 44% had taken definite steps toward continuing their education; (2) only 8% of the respondents expressed no interest in further education; (3) 77% indicated that they were attending or planned to attend a City University of New York campus; (4) job-related arguments were most often endorsed as important reasons for additional education; (5) the most common arguments against further education were the need of a break from school, the financial problems of continuing school, and the success of LCC's program in preparing the student for a career; (6) approximately half of the respondents were unaware of selected facts about transfer policy; and (7) about half of the respondents reported having seen or received written information about transferring while at LCC. The questionnaire is appended. (AYC)

ED 271 233 RC 015 644

Kenney, Martin
Biotechnology and Agriculture.
PUB DATE- Mar 85
NOTE- 48p.; Paper presented at the Annual Meeting of the Rural Sociological Association (48th, Blacksburg, VA, August 21-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agribusiness; *Agricultural Trends; Biological Sciences; Farmers; Futures (of Society); Higher Education; Industry; Land Grant Universities; *Policy Formation; Private Colleges; *Research and Development; Research Opportunities; *Role of Education; *School Business Relationship; Scientific Research; *Technological Advancement; Technology Transfer
IDENTIFIERS- *Biotechnology; Impact; Multinational Corporations

Even at this early date in the application of biotechnology to agriculture, it is clear that agriculture may provide the largest market for new or less expensive biotechnologically manufactured products. The chemical and pharmaceutical industries that hold important positions in agricultural inputs are consolidating their positions by purchasing other input producers such as seed, bioinsecticide, and inoculant companies. Recently the role of the land grant universities and the entire agricultural research system has become an issue of intense debate; multinational corporations have been urging the universities to shun "applied" research and conduct "basic" research, i.e., the type of research that is suitable for commercialization by multinationals. Meanwhile private universities such as Harvard, The Massachusetts Institute of Technology, and Stanford are becoming interested in agricultural research, and there is an effort under way to open the United States Department of Agriculture research funding to these new entrants in the field. In all of this debate the farmer has been largely ignored, and the ultimate effects of biotechnology on the farmer have yet to be considered. Although the transformation of agricultural research is already underway, it is in no sense determined, and the debate over the purposes and social consequences of biotechnology will continue. A seven-page list of references concludes the report. (JHZ)

ED 271 350 SO 017 251

Powell-Griner, Eve
Perinatal Mortality in the United States, 1950-81.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-86-1120
PUB DATE- 31 Mar 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)

DESCRIPTORS- Attrition (Research Studies); *Death; Government Publications; Incidence; *Infant Mortality; Infants; Neonates; Pathology; Premature Infants; Public Agencies; Public Health
IDENTIFIERS- Department of Health and Human Services; *Mortality Rates

This report describes long-term trends in perinatal mortality in the United States in three basic parts: development of perinatal mortality measures, components of fetal and infant mortality, and trends and differentials in perinatal mortality. Perinatal deaths refer to the sum of spontaneous fetal deaths occurring after 20 weeks gestation plus infant deaths occurring during the first 27 days following birth. Discussed in the first part of the report are the emergence of the concept of a perinatal period, the three definitions of the perinatal period, and the use of rate or ratio as measures of perinatal mortality. Discussed next are the distribution of fetal and infant deaths and trends in fetal and infant mortality. Finally, the report presents data on perinatal mortality ratios for the white population and for races other than white for each of the years 1950-1981. The differential in birth weight distribution, sex differentials, and geographic variations are also discussed. Also included are references, technical notes, four figures, and eight tables. (TRS)

ED 270 957 EC 190 209

Karan, Orv C., Ed.; Gardner, William I., Ed.
Habilitation Practices with the Developmentally Disabled Who Present Behavioral and Emotional Disorders.
Wisconsin Univ., Madison. Research and Training Center in Mental Retardation.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
REPORT NO.- RT11
PUB DATE- 83
NOTE- 254p.; Some tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Behavior Disorders; Drug Therapy; *Emotional Disturbances; *Evaluation Methods; Intervention; *Mental Retardation; *Multiple Disabilities; Rehabilitation; *Self Control

Eleven papers present theoretical models, clinical impressions, and research findings of a study at the University of Wisconsin concerned with developmentally handicapped persons who also have emotional and behavioral disorders. Titles and authors are as follows: "Meeting the Mental Health Needs of Mentally Retarded" (W. Gardner and C. Cole); "Deinstitutionalization In the 80's--When the Bucks Are Thin, Cooperation Is In" (O. Karan); "Habilitation Programming for Behaviorally Disordered Mentally Retarded Adults: Just Because It Feels Right Does Not Mean It Is" (O. Karan); "A Structured Learning Habilitation Approach: Use with the Mentally Retarded Presenting Emotional and Behavior Disorders" (W. Gardner and C. Cole); "Drug Givers, Takers and Monitors: Introducing a Behavioral-Chemical Intervention and Monitoring Strategy" (R. Schalock); "Who Has the Problem?--An Ecological Perspective on Habilitation Programming for Behaviorally Involved Persons" (O. Karan and R. Schalock); "Selecting Intervention Procedures: What Happened to Behavioral Assessment?" (W. Gardner and C. Cole); "Assessing Vocational and Community Living Skills: An Ecological Model" (O. Karen and R. Schalock); "Teaching Self-Management Skills to the Mentally Retarded: A Critical Review" (C. Cole and W. Gardner); "Reduction of Disruptive Behaviors in Mentally Retarded Adults: A Self-Management Approach" (W. Gardner and C. Cole); and "Self-Management of Disruptive Verbal Ruminations by a Mentally Retarded Adult" (W. Gardner et al). (DB)

Utilization of Residence Hall Facilities, Fall 1985, with Trends from Fall 1976. Report No. 9-86.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

PUB DATE- Jun 86
NOTE- 97p.
AVAILABLE FROM- State University of New York Office of Institutional Research, State University Plaza, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *College Housing; Comparative Analysis; Costs; *Dormitories; *Facility Utilization Research; Higher Education; Income; Multicampus Colleges; On Campus Students; Resident Assistants; *State Universities
IDENTIFIERS- *State University of New York

Data on the utilization of residence hall facilities at campuses of the State University of New York are presented for fall 1985, with summary data for 1976-1985. In addition to trend data for each college and college type, graphic displays of percent utilization of residence hall facilities are provided. Tables for fall 1985 cover: (1) aggregated data that describes the original capacity of residence halls, permanent and temporary adjustments to this capacity, and net available space and actual utilization; (2) detailed data on the types of utilization of net available space, with resident student utilization as well as other types of utilization arrayed in categories; (3) resident student utilization arrayed by institution, type of accommodation, and rate paid by students; (4) data that describe revenue-producing utilization of residence halls for uses other than student occupancy; (5) displays by college, the distribution of resident assistant (RA) bed rental waivers, total student occupancy, and the ratio of resident students to RAs; and (6) total student occupancy, the resident student factor with which the number of authorized bed rental waivers is calculated. Five additional tables show trends from 1976 to 1985, and definitions are given. A brief narrative summary of the data is included. (SW)

ED 271 050 HE 019 411

Graduate Education Programs in Florida. A Study Prepared in Response to Specific Appropriation 512A of the 1985 General Appropriations Act (Chapter 85-119, Laws of Florida). 1986--Report 5.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 20 Feb 86
NOTE- 236p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Degrees (Academic); *Doctoral Programs; Educational Demand; Enrollment Trends; Full Time Equivalency; Full Time Students; *Graduate Study; Higher Education; *Masters Programs; Part Time Students; *Private Colleges; Program Costs; Public Colleges; *State Universities; *Statewide Planning
IDENTIFIERS- *Florida

Master's and doctoral programs in the Florida State University System, along with selected programs at private institutions, were studied, with attention to comparative program costs, number of full-time equivalent students, number of degrees conferred, and relationship of program location and market demand. Included are charts indicating all graduate programs offered at nine public institutions and the seven largest graduate institutions in the private sector. In 1984-1985, Florida had a total of 713 master's degree programs, 482 in the public sector and 231 at the seven private institutions selected for study. At the advanced graduate level, 257 doctoral programs were identified in 1984-1985, 194 in the public sector and 63 in the private sector. Seven recommendations concerning graduate education programs are offered. Appendices include: data on the age and part- and full-time status of beginning and advanced graduate students at state universities for fall 1984; a study by Paul T. Brinkman entitled "Cost Analysis of Graduate Education in Florida: Survey and Assessment;" data on average annual occupational demand for selected occupations in regions of Florida, 1985-1990; and information on market demand addressed in program reviews for specific fields of study. (SW)

ED 271 064 HE 019 445

Preparation for Academic Performance and Achievement at Southeast Missouri State University.

Southeast Missouri State Univ., Cape Girardeau.

PUB DATE- Apr 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Ability; *Admission Criteria; *Articulation (Education); *Basic Skills; College Admission; College Bound Students; *College Preparation; Higher Education; *Secondary School Curriculum; State Universities; Student Attitudes; Values
IDENTIFIERS- *Southeast Missouri State University

Recommendations of a Southeast Missouri task force concerning high school preparation for Southeast Missouri State University are offered. Attention is directed to: requirements for admission to the university, academic competencies that are necessary for success at the university, qualities and competencies that contribute to college success, and a recommended list of high school courses. Standards for Missouri residents who receive regular admission to the university are identified, along with information on regular admission for out-of-state students, and provisional admission. Skills that students need are identified for the following basic academic competencies: reading, writing, speaking and listening, mathematics, reasoning, and studying. Personal qualities and other competencies and skills that contribute to college success include: self-discipline, punctuality, a respect for standards, pride in personal achievement, decision-making and problem-solving skills, keyboarding and typing skills, and computer literacy. High school course units that are recommended to prepare for college are listed under the following subjects: English, mathematics, science, social studies, foreign languages, and speech communication. (SW)

ED 271 078 HE 019 459

Fenwick, Dorothy C.; And Others

Guide to Campus-Business Linkage Programs. Education and Business Prospering Together. Second Edition.

American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-910600-1
PUB DATE- 86
NOTE- 278p.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($21.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Instruction; Contracts; *Cooperative Programs; Curriculum Development; Directories; Education Work Relationship; *Employees; Guidelines; *Higher Education; Industry; Program Descriptions; *Program Development; Program Evaluation; Program Implementation; Program Proposals; *School Business Relationship

Ways to develop, implement, and maintain linkages between colleges and business are discussed, and a directory of campus-business linkages is presented. Phases of campus-business linkages are covered in seven chapters. The predevelopment phase consists of developing a rationale, obtaining the support of the higher education institution, and assessing the needs of the marketplace. The development phase consists of activities and decision-making processes, including program construction, curriculum development, program implementation, and program evaluation. The postdevelopment phase of campus-business linkages consists of planning followup activities for ongoing linkage programs, acquiring institutional commitment to the concept of campus-business linkages, and promoting campus-business linkages in the market place. A 12-step implementation checklist is included. The directory, which covers more than 300 programs from a wide range of institutions, includes the names, addresses, and telephone numbers of both higher education and business contact persons, and covers program content, entrance requirements, instructional materials, location and size of program, and the cost of the program shared by each sponsor. Included are subject, institution, and geographic indexes. (SW)

ED 271 092 IR 012 120

Salomon, Gavriel; Perkins, D. N.
Transfer of Cognitive Skills from Programming: When and How?
SPONS. AGENCY- John and Mary R. Markle Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 20p.
GRANT- NIE-G-83-0028
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Ability; *Learning Processes; Literature Reviews; Problem Solving; *Programing; Programing Languages; *Skill Development; *Teaching Methods; *Transfer of Training
IDENTIFIERS- Automatization; LOGO Programing Language

Arguing that the most widespread argument in favor of the teaching of programming concerns its possible impact on generalizable cognitive skills, this paper addresses the "how" of transfer. The outlines of a theory of the mechanisms of transfer are presented, the theory is used to examine the contrasts between certain studies that did and did not obtain positive transfer results from programming, and a discussion is presented of the kinds of transfer that can be expected from programming and when. Two roads to transfer are identified (high and low) and examples of each are provided. In addition, six broad categories of transfer that might occur with programming are described: (1) mathematical and geometric concepts and principles; (2) problem solving, problem finding and problem management; (3) abilities of formal reasoning and representation; (4) models of knowledge, thinking, and learning; (5) cognitive styles; and (6) enthusiasms and tolerances. It is concluded that although programming instruction can improve cognitive skills under the right conditions, implementing such conditions on a wide scale may be difficult, and programming will have to compete in the intellectual and economic markets with a number of other approaches to the same general problem. A five-page list of references is provided. (JB)

ED 271 135 JC 860 337

Stupka, Edwin H.

Student Persistence and Achievement: An Evaluation of the Effects of an Extended Orientation Course.

Sacramento City Coll., Calif.

PUB DATE- Mar 86
NOTE- 26p.; Sponsored in part by a grant from the Northern California Cooperative Institutional Research Group.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Comparative Analysis; *Program Effectiveness; Program Evaluation; *School Holding Power; *School Orientation; Two Year Colleges; *Two Year College Students

A study was conducted at Sacramento City College to determine the effect of "College Success" (CS), an extended orientation class, on students' academic performance and persistence. The study included three groups of students: 116 students enrolled in CS, 104 students who attended a 4-hour New Student Orientation (NSO), and 84 students who attended a last-minute, 1-hour information session (IS). Students from each group were matched by age, sex, and recommended reading and writing placement. When comparing the academic performance and persistence of CS students with that of either of the other groups, it was found that CS students: (1) completed an average of 2.76 more semester units of college credit; (2) earned a grade point average that was .71 grade points higher; and (3) had proportionately lower dropout rates (i.e., 8.62% compared to 18.27% for NSO students and 21.29% for IS students). Based on study findings, it was concluded that there was sufficient evidence at the 5% level to indicate that taking the CS course did result in significant positive differences in academic performance and persistence of matched pairs of students. No statistically significant differences between the two non-treatment groups were observed on any of the measures of academic performance or persistence. Student data summary and statistical formulas are appended. (Author/EJV)

ED 271 175   JC 860 390

Osborn, Frances P.
Does Your Planning Communicate Action? Or, Is Your Strategic Plan a Coffee Table Book?
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; Educational Strategies; *Long Range Planning; Organizational Objectives; *Policy Formation; Problem Solving; Two Year Colleges
IDENTIFIERS- *Monroe Community College NY

Monroe Community College (MCC) has been involved in strategic planning over the last 4 years. The following lessons have been drawn from these 4 years of experience: (1) all plans need to be seen as temporary; (2) no plan drawn up in the planner's office could be implemented if it ignored the fleeting, ambiguous nature of the college's and community's political systems, personnel changes, special interest groups, idiosyncrasies, and traditions; (3) a dynamic, changing institution resists balance and order, and plans should always be somewhat behind, if planning is working; and (4) the goal of planning is to go beyond plans and create an environment that enables the organization to spot and solve its own problems. The effects of MCC's involvement with strategic planning can be seen in some of the college's accomplishments that required innovative problem solving, the easing of rigid structures and new ways of seeing. These included the development of a venture capital fund, which provided $450,000 to be used for high risk ideas that needed a quick start with a minimum of red tape; the creation of a stand-alone, entrepreneurial unit with flexibility in delivery systems, rewards, and fiscal procedures; and the hiring of an advertising agency to assist in addressing the proper market segments and projecting a favorable college image. (RO)

ED 271 188 JC 860 404

A Permanent Site for Los Angeles Mission College: A Report to the Legislature and Governor in Response to a Request for Capital Funds from the Los Angeles Community College District. Commission Report 86-14.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Apr 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; Community Colleges; *Construction Needs; *Educational Facilities Planning; Educational Finance; Enrollment Projections; *Facility Requirements; Multicampus Districts; Needs Assessment; *School Construction; State Aid; *State Standards; Two Year Colleges

Prepared in response to a proposal by the Los Angeles Community College District (LACCD) for state funds for the construction of a permanent site for Los Angeles Mission College (LAMC), this report offers historical background, evaluates the request, and presents recommendations. Chapter 1 chronicles the history of LAMC and the LACCD's attempts to secure approval by the California Postsecondary Education Commission (CPEC) for a permanent campus for the college. Chapter 2 discusses the proposed facility in light of relevant criteria in the CPEC's "Guidelines and Procedures for the Review of New Campuses and Off-Campus Centers," focusing on enrollment projections, alternatives to new campus construction, community support, enrollment capacity of existing campuses, impact on adjacent campuses, and commuting time. Chapter 3 presents CPEC's findings and conclusions, including the following: (1) LAMC has met most of the criteria in the CPEC Guidelines; (2) certain aspects of the LAMC proposal are compelling; (3) the service area of the college is isolated for those who rely on public transportation; (4) a permanent campus of LAMC should not simply duplicate other institutions, but should demonstrate its uniqueness and effectiveness; and (5) the permanent building currently proposed for LAMC should be of sufficient size to house the existing programs. Chapter 3 also includes the recommendations that the proposed instructional/administration building be approved as a permanent home for LAMC with the understanding that the state not fund additional facilities for LAMC until a thorough evaluation of the effectiveness of the new building is conducted. The CPEC Guidelines and enrollment projections are appended. (Author/RO)

ED 271 202 PS 015 840

Yoder, Paul J.; Farran, Dale C.
Determining the Relative Influence of Mothers and Infants on Various Aspects of Their Interactions: A Methodological Solution to the Problem of Mutual Influence.
PUB DATE- 4 Apr 86
NOTE- 19p.; An earlier version of this paper was presented at the Human Development Conference (Nashville, TN, April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Infant Behavior; Infants; *Interpersonal Relationship; *Mother Attitudes; *Parent Child Relationship; Parent Influence; Preschool Education; *Social Behavior

This paper questions social interaction studies that use frequency or duration of behaviors in mother-infant relations as reliable measures of infant interactive competence. An infant's high score on frequency and duration tests may falsely indicate that the child is more communicative than other subjects. Such results may suggest that mother and child actually influence each other's behavior and consequently produce deceptively inflated scores. A methodological solution to this problem of mutual influence is proposed and the results of a study on the interactions of mothers and handicapped infants are used to illustrate the utility of this solution. In order to understand the relative influence of each actor in a social situation, it was deemed important to define and measure the stable, intrinsic characteristics each actor brings to the interaction. These "variables of independent influence" were measured by methods that prevented the immediate influence of the nontarget actor. Measures of independent influence were used to define how the degree of infant handicap influenced the frequency with which mothers of handicapped infants said their infants communicated. Researchers found that severely handicapped infants exhibited fewer communicative behaviors than their mothers supposed, indicating that mothers were predisposed to mistake pre-linguistic infant behaviors for communication, thus compensating for the scarcity of infant communication. (DR)

ED 271 305 SE 046 659

Marriage, L. Dean
Invite Birds to Your Home. Conservation Plantings for the Northwest. Program Aid 1094.
SPONS. AGENCY- Soil Conservation Service (DOA), Washington, D.C.
PUB DATE- Aug 80
NOTE- 41p.; Contains some colored photographs which may not reproduce well. For related publications, see SE 046 657-660.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Botany; *Conservation (Environment); *Conservation Education; Ecology; Environmental Education; Horticulture; *Landscaping; Natural Resources; *Ornamental Horticulture; *Ornithology; Physical Environment; Plant Identification; Science Education
IDENTIFIERS- *Birds; United States (Northwest)

Illustrations of familiar birds of the northwest United States and suggestions for attracting them to urban settings are offered in this publication. Foods (plants) that are preferred by these birds are also identified. Explanations are given for each plant's ornamental value; time in bloom and in fruit; height; adaptations; and also the number of bird species that use it. Practical ideas are outlined for attracting birds to homes and gardens. These include suggestions related to water areas, screens and fences, open areas, windbreaks, food plots and feeders, bird boxes and baths. A model for creating a landscape design is offered and illustrated. A list of pamphlets on plants, soils, and conservation methods is also provided. (ML)

ED 271 320 SE 046 676

Wheeler, Margariete Montague
Mathematics Library. Elementary and Junior High School. Fifth Edition.
Northern Illinois Univ., De Kalb.
SPONS. AGENCY- National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN 0-87353-228-7
PUB DATE- 86
NOTE- 39p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($6.75; over 10 copies, 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Curriculum Enrichment; *Elementary School Mathematics; Elementary Secondary Education; Library Materials; *Mathematical Enrichment; Mathematics Education; Reference Materials; *Secondary School Mathematics; *Supplementary Reading Materials

This bibliography presents a selection of books designed to enrich mathematics programs by providing sources of recreational and informational reading. Each book was considered in terms of content, mathematical quality, appeal to students from preschool through grade nine, and appropriateness of format to content. Descriptive annotations are arranged in alphabetical order by author, summarizing the content of each book, providing bibliographic and ordering information, and suggesting grade placement. The present publication is an outgrowth and updating of the Mathematics Library--Elementary and Junior High School, which appeared in four editions between 1960 and 1978. (JM)

ED 271 004 FL 015 769

Doushaq, Mufeeq
Communicative Competence Reconsidered.
PUB DATE- Apr 84
NOTE- 22p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Body Language; *Communicative Competence (Languages); Comparative Analysis; *Cultural Context; Discourse Analysis; Educational Strategies; Interaction Process Analysis; Interpersonal Communication; *Language Styles; *Linguistic Theory; Literature Reviews; Models; Second Language Learning; *Suprasegmentals

A discussion of points raised by Dell Hymes in his article "On Communicative Competence" leads to a proposal for a clearer and more comprehensive theory of communicative competence based on two models, a matrix of discourse analysis and a model of communication interaction. Pedagogical implications of the theory are considered, including the insights it has provided into the teaching-learning situation and into factors other than language alone. It is suggested that if language educators aim at developing communicative competence, all aspects of this competence must be taken into account. Some of these aspects are the culture and what it means to someone foreign to the culture, the specific situation in which the learners will operate and the aspects of general culture impinging on them, the language functions expected in those situations, the varieties of language appropriate to them, the grammar coinciding with the functions engaged in, and the kinesics and paralinguistic aspects of communication appropriate in the situation. (MSE)

ED 271 106 IR 012 183

Coughlin, Patrick J.
Computing Strategies in Small Universities and Colleges.
CAUSE, Boulder, Colo.
PUB DATE- 86
NOTE- 146p.; CAUSE Monograph Series.
AVAILABLE FROM- CAUSE Publications, 737 29th Street, Boulder, CO 80303 ($6.00, members; $12.00, non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; Computer Software; *Computer Uses in Education; Higher Education; Microcomputers; Questionnaires; Research Methodology; *School Surveys; *Small Colleges; Tables (Data); Technological Advancement
IDENTIFIERS- *Academic Computing

A survey was conducted to identify the patterns of academic and administrative computer services in use--or planned for the near future--in small colleges and universities as they relate to such strategic policy areas as: (1) management/governance structure; (2) personnel-staff; (3) personnel-faculty; (4) academic computing; (5) library services; (6) networking; (7) word/text processing; (8) financing; (9) computer hardware; (10) communications; (11) administrative computing; and (12) computer security. Questionnaires were sent to 271 small colleges and universities (i.e., enrollment under 5,000 students); the net usable responses totaled 103, or 38% of the institutions surveyed. Responses indicated that the majority of colleges and universities (52%) had one officer responsible for directing both academic and administrative computing; full time faculty were responsible for most computer instruction (83%); 60% reported that professional computer center staff did not serve as teaching faculty; 47% said computing was mentioned in their master plan and 48% said it was not; 73% indicated they had access to national or regional computer networks for library and other uses; 38% indicated their central computer budget had lagged; and the prevailing source for academic computing was on-campus minicomputers in 42% of the responding institutions, followed by microcomputers (27%), and the campus mainframe (26%). It is recommended that a similar study be conducted which would focus on larger institutions. A 13-page bibliography, a list of survey respondents, and a copy of the questionnaire are provided. (JB)

ED 271 121   IR 051 558

Sources of Educational Information: European Survey, 1984=Sources d'information en matiere d'education: Enquete europeenne, 1984.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

REPORT NO.- ISBN-92-871-0392-5
PUB DATE- 85
NOTE- 137p.
LANGUAGE- English; French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Policy; Foreign Countries; *Information Dissemination; Information Networks; *Information Services; *Information Sources; Organizations (Groups); *Public Agencies; Surveys
IDENTIFIERS- Council of Europe (France); *Europe (West)

A survey was conducted to update a series of documents published by the Council of Europe in 1975. This survey covers the following countries: Austria, Belgium (Dutch-speaking area), Cyprus, Denmark, Finland, Iceland, Ireland, Liechtenstein, Luxembourg, Switzerland, and the United Kingdom. For each country, details are given concerning sources of educational information in connection with agencies concerned with educational policy, reform, and/or development; sources of educational information in connection with associations (teacher, parent, pupil, etc.); agencies collecting and disseminating information; published guides to sources of information; and computer-based educational information currently produced or planned for the near future. The questionnaire appears

in the introduction in both English and French; entries for individual countries are in either English or French. (THC)

ED 271 162 JC 860 373

Palmer, Jim

Assessing the Employment Experiences of Community College Vocational Program Graduates.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 6p.
CONTRACT- 400-83-0030
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Graduates; Community Colleges; *Employment Patterns; Graduate Surveys; *Outcomes of Education; *Research Methodology; Two Year Colleges; *Two Year College Students; *Vocational Education; *Vocational Followup
IDENTIFIERS- ERIC Digests

A review of 48 follow-up surveys of two-year college vocational education graduates conducted at the institutional and state levels reveals some common findings regarding the graduates' employment experiences. Most survey respondents (70% to 80%) reported that they were employed full-time; 66% to 96% indicated that their jobs were in some way related to their programs of study at college; and most indicated satisfaction with the technical knowledge or job skills they gained at college, while expressing less satisfaction with the colleges' helpfulness in providing knowledge about career opportunities or in preparing them for career advances. In spite of the commonality of these findings, survey limitations and methodological weaknesses make it difficult to assess the extent to which graduates' career outcomes can be attributed to their vocational studies. Among these weaknesses are the fact that most studies were conducted on a "one-shot" basis; many studies were conducted too soon after graduation to provide a long-term view of students' career lives; many surveys obtained low response rates; and many suffered from a lack of control groups against which to assess graduates' employment experiences. To improve vocational follow-up studies several steps could be taken, including: (1) reduce the size of the survey instrument to improve response rates; (2) solicit information on graduates' educational goals and prior employment experiences; (3) gather longitudinal data to trace career develpment patterns; and (4) base studies on well-chosen samples as an alternative to surveying all program graduates. (EJV)

ED 271 218 PS 015 891

Head-Windeatt, Phyllis
A Teaching Strategy for Preschool Teachers: The Educational Lure.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *Curriculum Enrichment; *Learning Activities; Preschool Education; *Preschool Teachers; *Questioning Techniques; *Teaching Methods; *Verbal Communication

A classroom technique, the "Educational Lure" provides activities for the preschool child to "cruise, choose, explore, and learn." The "lure" consists of an object or collection of objects brought into the school, usually by the teacher. It may be made up of generally unfamiliar objects, familiar objects rarely talked about, or familiar objects grouped in specific ways to stimulate interest and discussion of perceptual and conceptual aspects. As a child cruises for an activity, the choice to explore a lure demonstrates "ownership" of an interest. This is essential to the concept of the lure, for the child will choose only those opportunities and resources relevant to his/her own tendencies, preferences or patterns of expression. The teacher who sets up a lure must recognize that it is only an invitation. The teacher's goal is to help the child become aware of the many characteristics of each object that are part of the lure by asking open and closed questions. In the process the teacher becomes aware of two instructional functions: appraisal of children's abilities and fostering the extension of skills. For the student teacher who is learning new techniques, the lure helps to develop dialogues that facilitate children's learning through talk. (RH)

ED 271 247 RC 015 750

Ciencia Marina/Negocio y Oficina. Libro del Profesor (Marine Science/Business & Office. Teacher's Guide). B7. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 83
NOTE- 150p.; For the English version, see ED 248 098; for other guides in the series, see RC 015 744-749. The three sets of student activity folders were removed due to reproducibility.
GRANT- 28-84-0023
AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.
LANGUAGE- Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Business; *Career Education; Elementary Education; Elementary School Mathematics; Grade 6; Instructional Materials; Language Arts; Learning Activities; Mathematics Skills; *Migrant Education; Occupational Clusters; *Occupational Information; *Office Occupations; Pretests Posttests; Skill Development; Teaching Guides; Units of Study
IDENTIFIERS- *CHOICE (Career Education Curriculum); *Marine Occupations

Written in Spanish, the guide comprises the sixth grade unit of a career education curriculum for migrant students. The unit covers 10 marine science, business, and office occupations: hydrographer, marine biologist, fish hatchery technician, boat builder, commercial diver, clerical worker, actuary, cashier, assistant bank manager, and computer operator. An introduction to each job contains vocabulary words pertaining to the job plus instructions for conducting the lessons. Student workbook pages contain language arts and mathematics activities designed to provide information about the 10 jobs as well as to reinforce vocabulary, outlining, charting, graphing, spelling, logical validity, writing, and classifying. A pre- and post-assessment with student test leaflet, teacher guide, and answer sheet utilizes matching and multiple choice questions to measure the extent to which students understand the tools needed and the work performed in the 10 jobs. (NQA)

ED 271 262 RC 015 819

A Demographic Overview of the Native Populations in Alberta. Background Paper No. 1.

Alberta Dept. of Native Affairs, Edmonton.

PUB DATE- Jul 85
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Canada Natives; Census Figures; Comparative Analysis; *Demography; Differences; Educational Attainment; Employment Patterns; Foreign Countries; Geographic Distribution; Income; Labor Force; *Population Trends; Profiles; Rural Population; *Rural Urban Differences; *Tribes; Urban Population; Whites
IDENTIFIERS- *Alberta; *Census 1981 (Canada)

Data from the 1981 Census of Canada were used to gain an overview of the demographic and social characteristics of the aboriginal populations in Alberta and to compare the situations of aboriginal and non-aboriginal peoples with regard to age and geographical distribution, educational attainment, labor force activity, and income. Census figures showed Alberta's Native population to be young and fast growing. In 1981, 42% of Alberta's Natives were under the age of 15 compared to 24% of non-Natives, and the Native population was increasing at 3 times the rate for the Canadian general public. Over 40% of the total Native population resided in Alberta's major urban centers. Non-Natives were significantly better educated than Natives even though Natives are achieving higher levels of education over time. The labor force participation rate for Native persons was 51.8% compared to 71.7% for all Albertans. Unemployment rates for rural Natives were nearly four times higher than those of rural non-Natives. The average income for Native private households was $20,555 compared with $28,186 for non-Native households. Rural Natives tended to have lower incomes than did urban Natives. Significantly, 27% of rural Natives reported no income compared with less than 16% among urban dwellers. (JHZ)

ED 271 276 RC 015 839

Benally, Elaine Roanhorse, Comp.
A Directory of Organizations and Activities in American Indian Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 9p.
CONTRACT- 400-83-0023
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Education; American Indians; Career Planning; Conferences; Educational Development; Educational Opportunities; Educational Research; *Educational Resources; Information Sources; *National Organizations; Newsletters; Organizations (Groups); Periodicals; Professional Associations; *Regional Programs; Scholarships; *State Departments of Education; *Student Organizations
IDENTIFIERS- *State Associations

Based on responses received from a telephone survey in the spring of 1986, the directory of 97 organizations and activities related to American Indian education are arranged alphabetically by state within national, regional, state, and university categories. Each entry includes the name of the organization, address, contact person, telephone number, and a brief description of the activity's function followed by the year it was established, conferences it sponsors, and newsletters or other periodic publications it produces. Listed under the state category are names and addresses of State Departments of Education staff responsible for American Indian education. A last category provides directory information for six selected periodicals pertaining to American Indian culture, education, and welfare. (LFL)

ED 271 289 SE 046 637

Directory of Awards. October 1, 1983-September 30, 1985. Directorate for Science and Engineering Education.

SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Feb 86
NOTE- 161p.
AVAILABLE FROM- Forms and Publications, National Science Foundation, Washington, DC 20550.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Awards; College Science; Directories; Educational Finance; Elementary School Science; Elementary Secondary Education; *Engineering Education; *Federal Aid; *Grants; Higher Education; Science Education; Science Instruction; Science Programs; Science Teachers; Secondary School Science; Teacher Education
IDENTIFIERS- *National Science Foundation

The goals and program orientations of the National Science Foundation (NSF) Directorate for Science and Engineering Education are summarized in this publication. A listing is given of the projects supported by the Directorate in fiscal years 1983, 1984, and 1985. This compilation includes the name and location of the institution, the project director's name and department, the award amound and the grant number. Summaries are provided of the responsibilities, priorities, and accomplishments of each of the Directorate's major operating units. These divisions focus on: (1) materials development, research, and informal education (supporting projects which provide improvement model and materials, address recreational learning and expand the teaching knowledge base); (2) teacher preparation and enhancement (offering support for science and mathematics education networks, for excellence in teaching, and for teacher preparation and enhancement programs); (3) program assessment (providing data on the status of K-12 education in science, mathematics, and technology); (4) college science instrumentation (emphasizing undergraduate improvement projects); and (5) research career development (promoting career development for graduate students, young postdoctoral students, and junior faculty). (ML)

ED 271 335 SO 017 181

Resources for the Future. Annual Report for the Year Ending September 30, 1985.

Resources for the Future, Inc., Washington, D.C.

PUB DATE- 85

NOTE- 123p.; For 1982 annual report, see ED 229 229.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agriculture; Annual Reports; Books; *Conservation (Environment); *Energy; Environmental Education; Food; Foreign Countries; Forestry; Fuels; Land Use; Minerals; *Natural Resources; Nuclear Power Plants; *Physical Environment; *Policy Formation; Pollution; Program Descriptions; Water

IDENTIFIERS- *Environmental Quality

Resources for the Future, Inc. (RFF) is a nonprofit, tax exempt corporation headquartered in Washington, D.C. RFF's purpose is to advance research and education in the development, conservation, and use of natural resources, including improvement of the quality of the environment. Most of its programs are carried out by resident staff, but a few are supported through grants to universities and other nonprofit organizations. Most studies are in the social sciences and are broadly concerned with relationships of people to the natural environment. Provided in this report is a selected representation of RFF's research programs and activities, concentrating on new projects and completed work. Programs and activities are described under the following headings: Energy and Materials (international oil markets and energy security, petroleum exploration in developing countries, transport fuels in developing countries, natural gas research program, effects of coal policy, mineral economics and policy, atmospheric impacts of global development, economics of space); Symposium (the International Atomic Energy Agency and nonproliferation); Quality of the Environment (data lack stymies benefits work, questioning methodology, contingent valuation, benefits of avoiding giardiasis, fish and hydropower, microeconometric analysis of producer behavior, current issues in U.S. Environmental Policy, reducing hazardous wastes); Workshop (discounting future lives); Renewable Resources (solving long-term water problems, agricultural sources of water pollution, barriers to forest products trade, forests and biological diversity); and National Center for Food and Agricultural Policy. Also included is a presidential essay ("The Forgotten Hinterlands: Rural America" by Emery N. Castle, RFF president), conferences and workshops, publications (six books and one study), fellowship and grant programs, and information on policy education, outside staff activities and publications, staff changes, independent accountants, and support sources. (TRS)

ED 270 988 FL 015 752

Lujan, Mary Estelle; And Others
A Parent Training Early Intervention Program in Preschool Literacy.
PUB DATE- 14 Feb 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Literacy Education; Parent Attitudes; *Parent Child Relationship; *Parent Education; *Parent Influence; *Parent Participation; *Preschool Education; Program Effectiveness; Role Models; Socioeconomic Status

A project investigating the effects on parent attitudes and child performance of a planned parent intervention program stressing specific parent training in literacy concepts and practices was undertaken with lower socioeconomic group families with children aged three to five. The parents attended four workshops emphasizing aspects of literacy such as the reading process, environmental print, literacy games, and writing, using presentations, role-playing, speakers, question-and-answer sessions, and discussion groups as teaching techniques. Children were administered pre- and post-tests of literacy development, and followup home visits were made to study any changes in home environment. The data were gathered into intensive case studies of each child. It was found that: (1) parents developed self-confidence and pleasure in working with their children; (2) the workshop format was the most effective and personally satisfying approach for parents; (3) specific, informal, and instructive parent training was needed and desired; (4) the lower socioeconomic parents' educational aspirations for their children were as high as other parents' aspirations; (5) lowering situational, linguistic, and cultural barriers was very helpful in promoting parent participaton; and (6) providing parent training improved parent-child relationships. (MSE)

ED 271 021 FL 015 786

Baltra, Armando
Computer Assisted Language Learning: Using L1 Software with L2 Students.
PUB DATE- 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (18th, Houston, TX, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *English (Second Language); *Games; Grammar; Individualized Instruction; Language Fluency; Language Proficiency; *Microcomputers; Pattern Drills (Language); Second Language Instruction
IDENTIFIERS- *Apple (Computer)

The use of two types of commercially available Apple computer educational software in English for the development of accuracy and fluency in students of English as a second language is described. One type of program is aimed at the drilling and practice of grammar in English. Some of these programs have interesting formats and allow the teacher to edit their content easily to accommodate the student's needs. The second program type is the adventure game, which is found to be inherently attractive to students and to promote lively small-group interaction. This type is recommended for adaptation aimed at the development of communicative fluency. (MSE)

ED 271 234 RC 015 737

Pitts, Ilse M.; And Others
CHOICE Cloze. Review Software for Occupational Resources. CHOICE (Challenging Options in Career Education).
Mid-Hudson Migrant Education Center, New Paltz, NY.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 84
NOTE- 22p.; For related documents, see ED 248 086 and RC 015 738-741.
AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Cloze Procedure; Computer Assisted Instruction; *Computer Managed Instruction; *Courseware; Educational Objectives; Flow Charts; Learning Activities; *Migrant Education; *Occupational Information; Programed Instructional Materials; Secondary Education; Teaching Guides

IDENTIFIERS- Apple (Computer); *CHOICE (Career Education Curriculum)

This computer software manual provides detailed instructions on how to use the Cloze Apple computer program to reinforce job and role information presented to secondary-aged migrant students in the CHOICE Occupational Resources student text and to retrieve and review student work. The manual includes an introduction, hardware requirements, instructions for making backup copies of the program, learning objectives, uses in a tutorial or classroom setting, description of how the student program works, features of the teacher file, program outline, and general program flow chart. Directions in the Teacher Filer Menu allow the teacher to turn the sound portion of the program on or off, decide if users will have access to a printed summary of their scores, set a date which will appear on all records, set up a class file to store results of each student's work on the program disk, add or delete names within the class file, bring a copy of CHOICE Cloze paragraphs, list student names to a printer, and view students' work after they have used the disk. Student learning objectives include introducing/developing computer awareness, inferring responses from context, recalling reading selection details, promoting/developing techniques of the Cloze format, and fostering independent work. (NEC)

ED 271 351 SO 017 261

Bennett, William J.; Kirkpatrick, Jeane
History, Geography, and Citizenship: The Teacher's Role. Ethics and Public Policy Essay 64.
Ethics and Public Policy Center, Washington, DC.
REPORT NO.- ISBN-0-89633-102-4
PUB DATE- Apr 86
NOTE- 24p.
AVAILABLE FROM- Ethics and Public Policy Center, 1030 Fifteenth Street, N.W., Washington, DC 20005 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizenship; *Citizenship Education; Civics; *Critical Thinking; *Democracy; Democratic Values; Education; Elementary Education; *Foreign Policy; Geography; Historiography; History; *History Instruction; Political Attitudes; Secondary Education; Social Studies
IDENTIFIERS- *Citizenship Education Program; Democratic Communication

One of a series of booklets designed to make available to a wide audience thoughtful perspectives on issues of domestic and foreign policy, this booklet contains two essays which provide a solid base for elementary and secondary teachers to communicate the nature of America's place in the world, its responsibilities, ideals, and traditions to prepare young people for responsible citizenship in the democracy that leads the free world. William Bennett's "History-Key to Political Responsibility" discusses the past illuminating the present, restoring the faith in democracy, and the decline in the status of history as a subject. Jeane Kirkpatrick's "Learning to Think about Foreign Policy" discusses characteristics of foreign policy, democratic assumptions, and educating for democracy. (TRS)

Dental Education in Florida. A Study Prepared in Response to Appropriation Item 450 of the 1983 General Appropriations Act (Chapter 83-300, Laws of Florida). 1984--Report 4.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 29 Feb 84
NOTE- 146p.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Dental Schools; *Dentists; *Educational Demand; *Geographic Distribution; Higher Education; *Labor Supply; *Needs Assessment; *Statewide Planning
IDENTIFIERS- *Florida

The situation regarding dental education programs in Florida was studied, with attention to the type and size of programs needed to meet state needs, the geographic location of dental programs, funding and tuition policies, and the state's responsibility to provide an opportunity for its residents to participate in these educational programs. It was found that the supply of dentists in Florida is adequate to meet the demands of the population and also that the problem of chronically underserved populations, such as low-income, rural, and inner-city residents, cannot be addressed simply by increasing the supply of dentists. Among other conclusions are that: the needs of Florida for an adequate number of dentists can be met with the University of Florida College of Dentistry reducing its entering class enrollment by 14 students, or 18%; the University of Florida College of Dentistry should consider expanding the number of general practice residencies; Florida is at present adequately meeting its obligation to provide access to dental education for its citizens; and the University of Florida College of Dentistry should reassess its mission and consider giving greater emphasis to establishing a strong research component, particularly in the areas of geriatrics and gerontology. Data is displayed in 73 tables throughout the text. (SW)

ED 271 065   HE 019 446

Baus, Frederick, Comp.; LaRocco, Teresa, Comp.
Consortium Directory, 1986.
Council for Interinstitutional Leadership, Washington, D.C.

PUB DATE- 86
NOTE- 196p.
AVAILABLE FROM- Council for Interinstitutional Leadership, One Dupont Circle, Suite 800, Washington, DC 20036-1193 ($30.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- College Programs; *Consortia; Cooperative Planning; *Cooperative Programs; Dual Enrollment; *Educational Cooperation; *Exchange Programs; *Higher Education; Shared Facilities; *Shared Resources and Services; Student Exchange Programs; Teacher Exchange Programs

Information on 133 higher education consortia is presented in this directory. Each consortium meets the following criteria: voluntary, formal organization; includes at least two member institutions; undertakes more than a single program; is administered by a professional director; and receives continuing membership support. For each consortium, information is provided on: major activities, governance, operating budget, funding, member institutions, the names and titles of consortium staff, and the consortium's address and phone number. In addition to a list of the 133 consortia, a list of consortium directors and a topic index are provided. Areas of cooperation among the consortia members include: joint academic courses/programs, library cooperation (including interlibrary loans), cross-registration/student exchange, joint centers, joint degrees, joint faculty and faculty exchange, joint purchasing, professional development, academic counseling, adult learners, articulation, business-industry relationships, computing (including planning and research), continuing education, curriculum development, government liaison, graduate education, international programs, medical/health education, public relations, publications, recruitment, school-college relationships, seminars/workshops/conferences, and telecommunications. (SW)

ED 271 079 HE 019 460

Sistek, Vladimir
How Much Do Our Students Learn by Attending Lectures?

PUB DATE- 24 Jun 86
NOTE- 10p.; Paper presented at the Annual Conference of the Society for Teaching and Learning in Higher Education (6th, Guelph, Ontario, Canada, June 22-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Instruction; Educational Change; Higher Education; Independent Study; *Learning Experience; *Lecture Method; *Medical Education; Nontraditional Education; *Student Participation; *Teaching Methods

Considerations that affect the type of teaching method employed in undergraduate studies and medical schools are addressed, with attention to the current emphasis on the lecture method and alternative educational experiences that require students to be active, independent learners and problem solvers. Perceived academic priorities and the allocation of professors' time affect the implementation of alternative teaching methods. Methods that foster active and independent but guided learning require enormous amounts of faculty time and energy, especially for pedagogic activities that require personalized attention to small groups of students or to the individual student. Some projections indicate that an average professor spends about 75% of professional time on activities other than teaching, and in the school of medicine this figure would be about 85%. One possible future educational and administrative scenario is that the administration may choose to offer incentives to faculty to introduce methods leading to more active learning on a limited basis. Administrators may also introduce administrative measures and incentives to gradually overcome the traditional faculty resistance to implementing active learning/teaching methods on a large scale. (SW)

ED 271 093   IR 012 169

Rice, Michael

The Future for Democracy in an Age of Changing Communications. Report of the Aspen Institute International Symposium on Communications, Technology, and Democratic Values (Tokyo, Japan, July 1-2, 1985).

Aspen Inst. for Humanistic Studies, New York, N.Y.

PUB DATE- 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Planning; Foreign Countries; *Information Science; International Cooperation; Position Papers; *Public Policy; *Technological Advancement; *Telecommunications
IDENTIFIERS- Japan; United States

More than 40 leaders from business, government, and academia gathered for a 2-day symposium to focus on the social impact of new communications and information technologies and the extent to which the ways they are being used is decided as a matter of deliberate human choice, and how much by the influence of biased capabilities inherent in the technologies themselves. About half the participants were from Japan, while the rest were from the United States and other countries. This report is a highly-abbreviated, selective account of the symposium written from the viewpoint of its moderator and co-organizer. It is divided into five sections, each corresponding to a roundtable discussion that occurred over the 2 days: (1) The Dynamics of Information-Technology Enterprise and Public Policy; (2) The Demands on Learning and Labor; (3) the Rise of Electronic Democracy; (4) The Power of the Individual; and (5) World Views. A brief synthesis of the symposium discussions concludes the report. (THC)

ED 271 149 JC 860 355

Dickmeyer, Nathan; Cirino, Anna Marie

Comparative Financial Statistics for Public Community and Junior Colleges, 1984-85: An Experimental Study of 545 Institutions.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Annandale, Va.; Center for Statistics (OERI/ED), Washington, DC.

PUB DATE- Feb 86

NOTE- 106p.

AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, NW, Suite 500, Washington, DC 20036-1178 ($25.00--NACUBO members, $30.00--non-members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Budgets; Community Colleges; Comparative Analysis; *Educational Finance; *Enrollment; Expenditure per Student; Expenditures; *Financial Support; Income; Instructional Student Costs; National Surveys; Noninstructional Student Costs; School Personnel; School Statistics; Teacher Student Ratio; Tuition; *Two Year Colleges

Drawing from two surveys of 545 public community and junior colleges from across the country, this report presents comparative financial statistics for fiscal year (FY) 1984-85. Chapter 1 provides information on the use of the report in comparing institutional statistics with national and peer group medians; points out limitations of the data; and offers a summary of findings in the areas of expenditures, revenues, service area, and staffing. After chapter 2 displays medians for the full sample of 545 colleges in the categories of expenditures and revenues, course enrollment distributions, salaries, and student/staff ratios, chapter 3 presents quartile statistics for the sample in the same categories. Chapter 4 provides medians and quartiles for institutional peer groups classified by enrollment size and vocational/technical designation. Report highlights indicate that: (1) the median college in the sample spent $4,000 per credit full-time equivalent (FTE) student in FY 1985, an increase of 58% over FY 1979; (2) total revenues per credit FTE student increased by 56%, from $2,635 in FY 1979 to $4,115 in FY 1985; (3) academic expenditures accounted for approximately 60% of the budget from year to year at the median institution; and (4) students paid $728 in tuition and fees at the median college, accounting for 17% of revenues. Appendices contain information on study methodology, participating colleges, and peer group composition; sample surveys; and definitions of terms. (HB)

ED 271 176 JC 860 391

Megginson, W. J., Ed.; Dunlap, Elizabeth D., Ed.

Proceedings of the Community College Humanities Association, Number 7, 1985-1986.

Community Coll. Humanities Association.
PUB DATE- 86

NOTE- 87p.
AVAILABLE FROM- Community College Humanities Association, Community College of Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19130 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Humanities; *Humanities Instruction; *Job Skills; *Literacy Education; *Professional Associations; Two Year Colleges; *Writing (Composition)

Proceedings are presented for the annual meetings of the Community College Humanities Association (CCHA), along with lists of association members, endowment fund contributors, and the CCHA constitution. First, "We Are What We Write," by Henry Wendt, is presented. Wendt provides a corporate perspective on the importance of writing in the workplace, the causes in the degeneration of the ability to communicate well, and samples of programs that have been developed to address the literacy problem. The next sections contain the proceedings of the annual meetings of CCHA's Central, Eastern, Pacific-Western, Southern, and Southwestern Divisions, including the presidents' reports and minutes of business meetings. In addition, the proceedings of the Board of Directors meeting, a citation of appreciation, a report by the Executive Director, a financial statement, and reports of standing committees are presented. The final sections offer the Humanities Policy Statement of the American Association of Community and Junior Colleges, the CCHA calendar and bulletin of upcoming events, the contributors and membership lists, the CCHA constitution, and lists of standing committee members and board members. (AYC)

ED 271 306 SE 046 660

Dillon, Olan W.

Invite Birds to Your Home. Conservation Plantings for the Southeast. Program Aid 1093.

SPONS. AGENCY- Soil Conservation Service (DOA), Washington, D.C.
PUB DATE- Oct 81
NOTE- 33p.; Contains some colored photographs which may not reproduce well. For related publications, see SE 046 657-659.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Botany; *Conservation (Environment); *Conservation Education; Ecology; Environmental Education; Horticulture; *Landscaping; Natural Resources; *Ornamental Horticulture; *Ornithology; Physical Environment; Plant Identification; Science Education
IDENTIFIERS- *Birds; United States (Southeast)

Descriptions of plants which serve as food and/or protection for birds of the southeast United States are presented in this publication. Explanations are given for each plant's ornamental value; time in bloom and in fruit; height; adaptations; and also the number of bird species that use it. Practical ideas are outlined for attracting birds to homes and gardens. These include suggestions related to water, screens and living fences, open areas, feeders, and winter protection. A model for creating a landscape design is offered and illustrated. A list of pamphlets on plants, soils, and conservation methods is also provided. (ML)

ED 271 321 SE 046 677

Pohl, Victoria
How to Enrich Geometry Using String Designs.
REPORT NO.- ISBN 0-87353-227-9

PUB DATE- 86
NOTE- 76p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091. ($5.00, 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; *Elementary School Mathematics; Elementary Secondary Education; *Geometry; *Instructional Materials; *Learning Activities; Manipulative Materials; Mathematics Education; Mathematics Instruction; *Mathematics Materials; Models; *Secondary School Mathematics; Three Dimensional Aids

This book presents activities developed for grades 6-10 in creating string designs on polygons and polyhedra. They are designed for use as enrichment materials, each having step-by-step instructions and are arranged from easiest to most difficult, and marked accordingly. The pages are punched and perforated. Many activities are followed by related activities to encourage initiative and experimentation. Teacher notes indicate the appropriate grade level, the concepts being introduced, and skills required. Helpful hints and potential hazards are discussed. Figures include: (1) triangles; (2) squares; (3) pentagons; (4) hexagons; (5) tetrahedra; (6) octahedra; and (7) icosahedra. A bibliography is included. (JM)

ED 270 973 FL 015 706

Henriksson, Yvonne; Ringbom, Hakan
Linguistic and Psycholinguistic Approaches to Multilingualism: A Bibliography.
PUB DATE- 85
NOTE- 13p.; In: Ringbom, Hakan, Ed. Foreign Language Learning and Bilingualism; see FL 015 699.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Contrastive Linguistics; *Interference (Language); *Interlanguage; *Language Research; Linguistic Theory; *Multilingualism; *Psycholinguistics; Second Language Learning; Transfer of Training

A list of 103 books, articles, working papers, and other publications focuses on two areas of research on multilingualism: (1) studies of two language groups learning a common third language and transfer from non-native and native languages in foreign and second language learning (78 entries); and (2) other linguistic and psycholinguistic works on multilingualism (25 entries). (MSE)

ED 270 958 EC 190 210

Bruce, Sandy; And Others
The SKI-HI Program: A Descriptive Update, 1986.
Illinois State Univ., Normal.
PUB DATE- May 86
NOTE- 23p.; Prepared at the Laboratory for Applied Research in Special Education. For a related document, see ED 258 396.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Delivery Systems; Demonstration Programs; Early Childhood Education; *Handicap Identification; Hearing Aids; *Hearing Impairments; *Home Instruction; Home Visits; *Infants; *Language Acquisition; *Parent Education; Program Descriptions; Young Children
IDENTIFIERS- *SKI HI Program

This document provides updated information on the SKI-HI program model which presently serves over 2000 young hearing impaired children in 35 states and Canada. The program focuses on training parents in the skills needed to maximize language stimulation and minimize language deprivation. Among 14 educational and philosophical underpinnings of the SKI-HI model are early identification, early fitting with binaural amplification, parent training, and provision of necessary family supportive services. The SKI-HI model has four main components: child identification and processing, program management, direct services to families, and supportive services. The home visit curriculum consists of seven units: (1) determining and promoting parent readiness for formal SKI-HI lessons, (2) psycho-emotional support for families, (3) home visit planning, delivery, and reporting; (4) home hearing aid program; (5) home communication program; (6) home auditory program; and (7) home language stimulation program (with parental choice of the aural-oral, or total communication method). Appendixes include sources for SKI-HI program materials and aids, and sample program outlines. (DB)

ED 271 005 FL 015 770

Salah, Ghaida
Scenarios for Enhancing Communicative Competence.
PUB DATE- Apr 84
NOTE- 14p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; College Students; *Communicative Competence (Languages); *Dialogs (Language); *Difficulty Level; Educational Strategies; *English (Second Language); Higher Education; *Interpersonal Communication; Learning Activities; Linguistic Theory; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Strategic Interaction Method

A study of the effects of the complexity of scenarios used in the Strategic Interaction Method of second language instruction had four scenarios of varying complexity performed by four university classes of students of English as a second language at varying levels. Indicators of complexity included the degree of verbalness, contextual constraint, formulaic language required, amount of grammar or artifact required to resolve the situation, and the amount of vocabulary or technical terminology needed. The measures used were mean length of utterance and verbal and nonverbal communication strategies used in the scenario performances. It is concluded that the complexity of the scenarios is important in the language learning process. Less complex scenarios promote more effective learning at lower levels, and more complex scenarios promote more effective interaction at higher levels. (MSE)

ED 271 022 FL 015 787

Tushyeh, Hanna Y.
A Contrastive Analysis of English and Arabic in Relativization.

PUB DATE- Mar 86
NOTE- 25p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Comparative Analysis; Contrastive Linguistics; *English; *Form Classes (Languages); Language Research; *Linguistic Theory; Nouns; *Phrase Structure; Pronouns; Structural Analysis (Linguistics); Verbs
IDENTIFIERS- *Relativization

Points of similarity and contrast between English and Modern Standard Arabic in relativization are examined. It is concluded that while the relativization process is essentially the same in both languages, they differ with respect to the relative pronoun, the agreement of the relative pronoun with its antecedent, and the appearance of the resumptive pronoun in Modern Standard Arabic. In addition, these features of relativization in the two languages are analyzed: restrictive and non-restrictive relative clause formation, nominal and verbal relatives, subject and object relatives, free relatives, multiple embeddings, and the noun phrase accessibility hierarchy in relation to relativization. (MSE)

ED 271 037 HE 019 398

Cameron, Kim S.; Chaffee, Ellen Earle
The Aftermath of Decline.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 41p.
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Environment; Comparative Analysis; *Declining Enrollment; Enrollment Trends; *Financial Problems; *Higher Education; *Institutional Characteristics; *Organizational Climate; Private Colleges; State Colleges

Differences between declining colleges and colleges not experiencing decline were investigated, along with dysfunctional organizational consequences that may be associated with decline. Attention is directed to 12 negative attributes resulting from conditions of decline, seven of which were found to be significant: no innovation, scapegoating, resistance to change, low morale, no credibility, non-selective cuts, and conflict. The sample of 334 colleges was made up of 127 public and 207 private institutions, of which 180 were small, 120 were medium, and 34 were large. Of the colleges, 20% had experienced declining enrollments during the last 5 years, 42% had greater than 5% growth, and 38% were stable between plus and minus 5%. Questionnaires were completed by 3,406 respondents (department heads, administrators, and trustees). Schools were categorized as declining based on: (1) reported decline with 100% agreement among respondents; (2) actual data indicating declines in enrollments and revenues (adjusted for inflation) between 1977 and 1981; and (3) findings that there were more years of decline than of growth during the period and that the overall change was negative. Multivariate analyses of covariance were used to compare declining and stable institutions on the 12 attributes, using the three definitions of decline. (SW)

ED 271 122 IR 051 559

Skeen, Molly M., Comp.; Wessell, Deborah P., Comp.
A Basic Library for Savings Institutions. Third Edition.
Federal Home Loan Bank, San Francisco, Calif.
PUB DATE- 86
NOTE- 31p.; For the second edition, see ED 234 789.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Banking; Books; Business; *Information Sources; *Library Collections; Periodicals; Reference Materials; Special Libraries

This booklet provides brief descriptions of approximately 180 books, journals, looseleaf services, and reference materials pertinent to the thrift industry. It is noted that the bibliography can be used to establish a savings institution library or to update the collection of an existing one. Topics covered include accounting, data processing, finance, financial services industry, human resources, legal and regulatory affairs, lending, management, marketing, operations, real estate, reference books, and retail financial services. Membership prices are listed for material published by the U.S. League of Savings Institutions and other thrift-related organizations; nonmember prices are given for the publications of banking groups. The names and addresses of 70 business information publishers are also provided. (THC)

Fiscal Year 1985 Disadvantaged Student Grant Report.
Illinois Community Coll. Board, Springfield.
PUB DATE- 18 Oct 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Basic Education; Community Colleges; *Educational Finance; *Educationally Disadvantaged; Educational Testing; English (Second Language); Financial Support; *Remedial Programs; *State Aid; State Surveys; *Student Personnel Services; Tutoring; Two Year Colleges
IDENTIFIERS- *Illinois

In the Illinois public community colleges, disadvantaged student grant funds are allocated by formula, with each eligible college receiving a basic grant of $20,000, and the remaining appropriation distributed to each district based on the number of credit hours produced in the remedial and adult basic and secondary education funding categories the second past year. In fiscal year (FY) 1985, the 38 Illinois community college districts reported a total of 293,667 students who received support services and 19,182 students who enrolled in courses funded by the grants. Testing and evaluation were the most heavily used support services, followed by special educational and career counseling, and tutoring. A comparison of the number of students receiving support services between FY 1983 and 1985 reveals an 81% increase in the number of students receiving tutoring services, a 69% increase in testing and evaluation, and a 56% increase in special educational and career counseling services. As a result of a change in rules governing grant expenditures, the number of course sections provided through grant funding decreased by 66% and the number of credit hours produced declined by 76%. The largest proportion of the FY 1985 appropriation (61%) was expended on salaries and benefits for tutors, counselors, and other support staff, with the next largest expenditure category being administration. Although there are other funding sources for special services for disadvantaged students, the disadvantaged student grant has become the major source of funding through which colleges provide the special services needed by academically disadvantaged students to succeed in their chosen program of study. (RO)

ED 271 189 JC 860 405

Catanzaro, James L.; Savage, Daniel D.
Reshaping America's Community Colleges through New Faculty Hiring Practices.
Lakeland Community Coll., Mentor, Ohio.
PUB DATE- Jul 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Colleges; *Employment Opportunities; *Personnel Needs; *Personnel Selection; School Policy; Teacher Characteristics; *Teacher Qualifications; *Teacher Recruitment; Teaching Experience; Two Year Colleges

In spring 1986, a study was conducted by Lakeland Community College (Ohio) to determine whether community colleges were anticipating a substantial faculty turnover, what minimum and desired qualifications were being used to fill full-time faculty positions, and the importance of selected educational and vocational experiences for technical and transfer faculty. From a random sample of 124 colleges, survey responses were returned by 54% (N=67). Study findings included the following: (1) nearly half of the respondents anticipated substantial faculty turnover, with one-fifth of the institutions indicating that they were expecting vacancies of at least 20%; (2) respondents indicated that they would not fully staff present faculty positions, with a typical college employing 72 full-time faculty expecting to lose eight faculty members and hire just over six in the next 4 years; (3) faculty attrition was evenly distributed across the curriculum, with replacement positions showing a slight shift away from the liberal arts and mathematics, science, and health in favor of business and engineering; (4) fewer than 20% of the respondents recognized high school teaching as satisfying even the minimum experience qualifications; (5) more than 92% listed a master's degree as the minimum educational qualification for teaching transfer courses, and 5% required a doctoral degree for teaching in English and the social sciences; (6) 61% listed a master's degree as a required qualification for teaching in engineering technologies; and (7) nearly two-thirds of the respondents indicated they desired faculty with community college teaching experience. The survey instrument, a list of respondents, and survey response data are included. (RO)

PS

ED 271 203 PS 015 841

Bidell, Thomas R.; And Others
Model Building: Toward a Constructivist Theory of Learning Mechanisms.
PUB DATE- Feb 86
NOTE- 31p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Coordination; *Learning Theories; Metaphors; *Models; *Piagetian Theory
IDENTIFIERS- *Constructivism

This paper outlines a constructivist theory of learning with a more concrete and specific approach to the types of problems addressed in Piaget's equilibration theory. Knowledge, in this constructivist view, results from the subject's transformational activity on the world and his/her real efforts to organize that activity. The first section introduces fundamental implications of the constructivist position which are considered necessary to models of learning mechanisms. Discussion focuses on (1) the construction of knowledge through reflection on praxis in relation to the real world; (2) the nature of the interactive relation between organism and environment; and (3) the person as the primary causal agent in the construction of knowledge. Expanding Piaget's biological metaphor in the direction of systems theory, the second section proposes a constructivist interpretation of the composition of mental models. The discussion leads to the specification of aspects of a mechanism of coordination resulting in the establishment of a new internal control structure in the individual by which actions are "crystallized" into meaning. The final section presents a model of the mechanism of change in representational capacities viewed as action-based models. A three-page list of references concludes the document. (RH)

ED 271 277 RC 015 840

Kirkness, Verna J.
Indian Control of Indian Education: Authority and Responsibility for Progress.
PUB DATE- 26 Apr 85
NOTE- 12p.; Paper presented at the Western Social Sciences Association Conference (Fort Worth, TX, April 26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *American Indian Education; *Canada Natives; Educational Philosophy; *Educational Policy; Educational Quality; Elementary Secondary Education; *Federal Indian Relationship; Foreign Countries; Government Role; Parent Participation; Program Implementation; *Self Determination
IDENTIFIERS- *Canada; *Local Control

Officially recognized in 1973, the "Indian Control of Indian Education" policy articulated philosophy, goals, principles, and directions designed to create an effective educational climate for Canada Natives. The policy acknowledged the need to improve educational opportunities for Indians as a preparation for total living, as a means of free choice of where to live and work, and as a means of enabling Indians to participate fully in their social, economic, political, and educational advancement. The policy was based on parental responsibility and local control of education and emphasized that the federal government must take the initiative in providing opportunities for Indians to train as teachers and counselors. While progress has been made since the policy's inception, problems of control and implementation must be addressed. Canada Natives are now involved in operating (managing) Indian schools but still lack the power to control and exercise directing influence. Policy implementation has been affected by dual administration of Indians and the Department of Indian Affairs rather than direct control, inadequate and restricted funding, and lack of enabling legislation. The policy is being reviewed in preparation for the 1987 First Ministers/First Nations Constitutional Meeting to identify legislation which will enable the shift of control to occur. (NEC)

Hirsch, Christian R., Ed.
Activities for Implementing Curricular Themes from the Agenda for Action.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-229-5
PUB DATE- 86
NOTE- 208p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 (Price $9.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Basic Skills; *Calculators; *Computers; Curriculum Development; *Instructional Materials; Learning Activities; *Manipulative Materials; Mathematics Curriculum; Mathematics Education; Mathematics Skills; *Problem Solving; Secondary Education; Secondary School Mathematics
IDENTIFIERS- *National Council of Teachers of Mathematics

Activities in this edited volume of reprints from the Mathematics Teacher were selected in response to recommendations made by the National Council of Teachers of Mathematics for improving curriculum content. Specific areas addressed are problem solving, expanding basic skills, using calculators, using computers, and using manipulatives. Each activity has a teacher's guide which includes specific objectives, teaching suggestions and solutions. Most activities contain four student worksheets. (JM)

ED 270 974 FL 015 726

Salzmann, Ann

Even Beginners Can Listen to Real English: Listening Activities for Beginning Adult Learners of English.

PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Adult Students; *Class Activities; *English (Second Language); Introductory Courses; Learning Activities; *Listening Skills; Second Language Instruction

A series of lessons, designed to provide adult students of English as a second language with experience in listening to English, are intended for beginning students who can recognize only isolated words within a stream of speech. Some more advanced listening practice, including recognition of phrases and formulas, and exercises in understanding the general topic or situation are also introduced. In general, each lesson consists of a series of brief audiotaped excerpts (transcripts included) from radio, television, and telephone conversations on the same topics. The students' task is to isolate from the text the feature in question and identify it, which involves tolerating the unfamiliar parts. The students are encouraged to focus on what they can expect to understand and then to use their existing understanding to determine the text's general meaning. The lessons' topics include time and temperature, address and telephone numbers, abbreviations, greetings and partings, and emotions. Suggestions for additional topics include time expressions, location, weather reports, commercials, famous people, famous places, current events, and dates. (MSE)

Gesner, Edward
Bibliographie Annotee de Linguistique Acadienne (Annotated Bibliography of Acadian Linguistics).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICRB-B-155; ISBN-2-89219-166-1
PUB DATE- 86
NOTE- 95p.
LANGUAGE- French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bilingualism; *Dialect Studies; Ethnology; Folk Culture; Foreign Countries; Lexicography; Linguistics; Morphology (Languages); Phonology; Psycholinguistics; *Regional Dialects; Semantics; Semiotics; Syntax
IDENTIFIERS- Canada; *French (Acadian); Louisiana

A bibliography of 430 books, journal articles, papers, and other references on Acadian French written in English or French is divided into two principal sections: an annotated bibliography of works focusing on the Acadian French dialect spoken in the Canadian Maritime Provinces, and an unannotated bibliography pertaining to Louisiana Acadian French. Within the main sections, works are cited in six categories: (1) phonetics and phonology; (2) morphology and syntax; (3) lexicology, lexicography, semantics, and semiotics; (4) dialectology, sociolinguistics, and geolinguistics; (5) psycholinguistics, bilingualism, anglicization, and pedagogy; and (6) miscellaneous (general studies, folklore, ethnology, bibliographies, etc.). Author, subject, and geographic indexes are included. (MSE)

ED 271 107 IR 012 269

Rodgers, Kay, Comp.
Artificial Intelligence. LC Science Tracer Bullet.
Library of Congress, Washington, D.C.
REPORT NO.- TB-86-1
PUB DATE- Jan 86
NOTE- 18p.
AVAILABLE FROM- Science Reference Section, Science and Technology Division, Library of Congress, 10 First Street, SE, Washington, DC 20540 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; Computers; Computer Science; *Expert Systems; Information Sources; Intelligence; Research Tools; *Resource Materials; Technological Advancement
IDENTIFIERS- Pathfinders

Desgined to serve as a guide to resources on artificial intelligence (AI) and expert systems, this Library of Congress bulletin is divided into 18 sections that contain lists of books, journal articles, periodicals, associations, and other sources of information. A brief statement of the scope of the guide introduces the sections, which are listed here with the number of citations included for each: (1) introductory texts (2); (2) subject headings used by the Library of Congress under which books on AI can be located in most catalogs (24); (3) background texts (12); (4) basic texts (10); (5) additional texts (14); (6) collected works (7); (7) related texts (13); (8) handbooks, encyclopedias, and dictionaries (8); (9) bibliographies (3); (10) state-of-the-art reviews and conference proceedings (17); (11) government publications (5); (12) abstracting and indexing services that index relevant journal articles (11); (13) journals that often contain articles relevant to AI (12); (14) representative journal articles (19); (15) subject headings for reports and other types of literature indexed in Scientific and Technical Aerospace Reports and the U.S. Government Reports & Announcements Index; (16) selected technical reports from the National Technical Information Service (NTIS) (10); (17) selected materials available in the Library of Congress Science Reading Room (7); and (18) additional sources of information--e.g., associations and university departments (12). (JB)

ED 271 163 JC 860 374

Washington State University Transfer Guide, 1986-87.

Washington State Univ., Pullman. Office of Admissions.

PUB DATE- 86
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Admission Criteria; *Articulation (Education); *College Credits; *College Curriculum; Credit Courses; Degree Requirements; General Education; Higher Education; Prerequisites; State Universities; *Transfer Policy; Two Year Colleges
IDENTIFIERS- *Washington

This transfer guide provides supplemental counseling for community college students from throughout Washington who intend to transfer to Washington State University (WSU) in pursuit of a baccalaureate degree. The information it contains is designed to help students to identify the most appropriate courses for them to take prior to transferring to WSU. The first section presents such general information as how to apply for admission, regulations regarding returning students, the transfer of credits, and the associate in arts and/or science degree. This is followed by policies for nontraditional credit through means such as the college-level examination program, credit for armed forces courses, experiential learning, and advanced placement. The second section details general university requirements for graduation from WSU, including requirements in communications proficiency, arts and humanities, intercultural studies, social sciences, and the sciences. The third section describes all the transfer programs and the course requirements for majoring in them, including special admission policies, majors, and special departmental regulations. The last section provides course equivalents for every community college in the state of Washington, detailing the course name, whether it is transferable, whether it meets general university requirements, and restrictions and/or special notes. (RO)

FD 271 219 PS 015 892

Goetz, Elizabeth M.; Allen, K. Eileen
Life Span Development and Early Childhood Education.

PUB DATE- Jun 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; Child Psychology; *Developmental Stages; Developmental Tasks; *Early Childhood Education; Higher Education; *Teacher Education Curriculum; *Teacher Role
IDENTIFIERS- *Life Span Development; Social Policy

A life span approach to child development has important implications for early childhood professionals: teachers, teacher educators, or directors of programs. Students-in-training need to learn to structure for themselves a positive developmental context for understanding and programing for the infants and young children they will be teaching. Another reason for helping teachers-in-training gain an understanding of life span developmental philosophy is connected with their role in helping to develop sound social policy for children and their families. An understanding of the life span process has further implications for early childhood teacher training. Students should be taught to deal with the many other persons who influence children's lives and to recognize that each child in each developmental stage is attempting to master specific developmental tasks and to resolve specific psychosocial crises. Teacher educators can demonstrate the importance of helping children deal with frustration and learn to evaluate their efforts. They also can demonstrate that children can be taught important social skills--how to be considerate and empathic, how to be either a leader or a follower, depending upon the circumstances. As for atypical children, teacher educators can provide concrete learning experiences that demonstrate that all children are teachable. This approach needs to be an integral component of early childhood programs to fulfill children's lives. (HOD)

ED 271 235 RC 015 738

Pitts, Ilse M.; And Others
Tool Match. Review Software for Basic CHOICE. CHOICE (Challenging Options in Career Education).
Mid-Hudson Migrant Education Center, New Paltz, NY.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 85
NOTE- 16p.; For related documents, see RC 015 737-741.
AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Career Education; *Computer Assisted Instruction; *Courseware; Educational Objectives; Flow Charts; Learning Activities; *Migrant Education; *Occupational Information; *Programed Instructional Materials; Secondary Education; Teaching Guides
IDENTIFIERS- Apple (Computer); *CHOICE (Career Education Curriculum)

CHOICE Tool Match is an Apple computer concentration-type activity in which learners select two numbered windows in an attempt to match the tools displayed, reinforcing job and role information presented in the CHOICE Basic Job and Role activity folders and workbooks for migrant students. In place of written directions, the learner is provided with a visual sample of the game screen and player options are depicted graphically as well as in writing throughout the program, facilitating independent disk use after a brief teacher introduction. Program learning objectives include reinforcing career concepts, identifying tools related to particular workers, reinforcing tool and worker vocabulary, practicing basic computer keyboard manipulation, developing/increasing computer assisted instruction and awareness, recognizing symbols as representations of concepts, recognizing graphic representations of objects, and improving visual memory. This teacher software manual details hardware requirements, backup copy procedures, student learning objectives, use of the program as a tutorial or in a classroom setting, step-by-step directions for using the program, instructions for turning the sound on or off, and a program outline and flow chart. (NEC)

Johnson, Kenneth F.; And Others
Wichita's Hispanics: Tensions, Concerns, and the Migrant Stream.
Wichita State Univ., Kans.
PUB DATE- Jun 85
NOTE- 234p.; Funds to support this research were provided by the Faculty Research Committee at Wichita State University.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Attitudes; Cultural Background; Educational Needs; Ethnic Studies; *Hispanic Americans; Law Enforcement; Local History; *Local Issues; Medical Services; Mexican Americans; Migration Patterns; Minority Groups; Political Issues; Public Policy; *Quality of Life; Refugees; Social Problems; *Socioeconomic Influences; Spanish Speaking; Undocumented Immigrants
IDENTIFIERS- *Impact Studies; *Kansas (Wichita)

In an attempt to formulate a set of testable propositions about the dynamics of Hispanic life that will be valuable pedagogically and as a basis for public policy formation, this study assesses the impact of Hispanic Americans on Wichita, Kansas. Chapter 1 identifies the Hispanic origins of Kansas' 63,339 Hispanics who represent 2.7% of the state's population and presents vignettes describing conditions of minorities/Hispanics on the Great Plains in the three decades following World War I. Chapter 2 traces the Hispanic thrust into Kansas in the 1920s, discussing Anglo mental syndromes especially about Mexican workers, urban clustering, and the railroad influence. Chapter 3 addresses the public relationships, policy questions and illegal alien issues of today's Wichita Hispanic community of 9,902 persons emphasizing relationships with law enforcement agencies, medical services, and educational needs. Chapter 4 presents social and attitudinal profiles of 31 prominent Wichita Hispanics compiled from their responses to a questionnaire. Chapter 5 offers some preliminary conclusions on the continuing Hispanic immigration into Wichita and the impact of clandestine Mexican migrants and includes commentaries on the study from local observers. An appendix contains notes on Central American refugees and the sanctuary movement. (NEC)

ED 271 263 RC 015 820

The Metis Betterment Act: History and Current Status. Background Paper No. 6.

Alberta Dept. of Native Affairs, Edmonton.

PUB DATE- Mar 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian History; American Indian Reservations; American Indians; *Canada Natives; *Federal Legislation; Foreign Countries; *Governance; *Land Settlement; Minority Groups
IDENTIFIERS- *Alberta; Canada; *Metis (People)

This paper reviews the history and current status of the eight Metis settlements established in the 1940s for people of mixed white and Indian blood living traditional Indian lifestyles in Alberta. The Ewing Commission first reported in 1936 on the Metis people who were not allocated reserves as status Indians and did not have squatters' rights on crown lands, but received subsidies from the provincial government. The Metis Population Betterment Act of 1938 defined Metis, authorized lands for settlement, and provided for government jurisdiction and aid. In 1982 a Joint Metis-Government Committee made recommendations about land security and local government. The settlements currently have 3,823 inhabitants and are administered by Settlement Councils working cooperatively with members of the Metis Development Branch to administer a trust fund. The Alberta Federation of Metis Settlements Association and the Settlement Sooniyaw promote the communities' social and economic interests. A chart of settlement names, acreages, and population and an Alberta map showing Metis settlements are included. (LFL)

Merseth, Katherine K.
Rear Admirals and Biochemists: Why Do They Want to Teach High School?
Harvard Univ., Cambridge, Mass. Graduate School of Education.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Change; High Schools; Mathematics Education; *Mathematics Teachers; Midlife Transitions; Science Education; *Science Teachers; Teacher Background; Teacher Characteristics; *Teacher Education Programs; *Teacher Shortage
IDENTIFIERS- *Harvard University MA

The shortage of qualified secondary school mathematics and science teachers is discussed and a program is described which aims to lessen the severity of this dilemma. The MidCareer Mathematics and Science Program (MCMS) at the Harvard Graduate School of Education demonstrates that quantitatively trained individuals with extensive knowledge of mathematical and scientific applications can provide an alternative supply of highly qualified classroom teachers. The program awards either a Master's degree or a Certificate of Advanced Study and secondary teaching credentials in the fields of mathematics, physics, chemistry, biology, and/or general science. Classes are conducted during the academic year with optional summer study workshops. The program has attracted individuals from diverse backgrounds and careers including a rear admiral, a public defender, a meteorologist, and several higher education professors. Profiles of the program's participants are given and the teacher characteristics of academic talent and entry motivation are discussed. The motives of the mid- or late career professional are also compared and contrasted with younger teacher candidates. (ML)

ED 271 352 SO 017 263

Hawker, James F.
Catechetics in the Catholic School. NCEA Keynote Series, No. 10.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 72p.; For related documents, see SO 017 229.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Church Programs; Curriculum Guides; Educational Resources; Elementary Secondary Education; Ethical Instruction; *Instructional Materials; Parents; Parochial Schools; Private Education; *Religious Education; Values
IDENTIFIERS- *Catholic Church

Part of the Keynote Series, this book examines catechesis, which is the proclamation and teaching of Catholic doctrine. Among the book's uses are: (1) a resource in preservice information programs for Catholic school teachers; (2) graduate preparation of Catholic school administrators; (3) a resource for teacher in-service and boards of education; and (4) for personal and professional growth of individual Catholic educators. The chapters include: "Catechesis: Sharing the Message"; "The Maturing Believer--A Person Who is on the Way"; "The Catechist: Called To Be and To Do"; "The Faculty in the Catholic School: Called To Be and Become a Prophetic Community"; "Home, School, Parish and Community: Called To Be Partners"; "Liturgical Programs in the Catholic School: Moments of Preparation and Celebration"; "The Method: Means to Understanding and Response"; and "A Magnificent Mosaic: Catechetical Programs in the Catholic School--Cognitive and Affective Objectives." The book also includes resources, annotated bibliography, and suggested ways to use the book. (TRS)

ED 271 006 FL 015 771

Atari, Omar
Oral Style Strategies in EFL Written Discourse: Implications for Teaching College Composition.

PUB DATE- Apr 84
NOTE- 11p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Discourse Analysis; *English (Second Language); Essays; Higher Education; *Language Styles; *Oral Language; Reader Text Relationship; Second Language Instruction; Writing (Composition); *Writing Instruction

Stylistic features that impede the efficiency of communication in writing were studied in the essays of a sophomore class in reading and essay writing in English as a second language (ESL) at Birzeit University (Israel). It was hypothesized that in ESL writing, college students apply many strategies of communication more typical of the spoken mode of language than of the written mode, an extension of the stylistic transfer made from spoken to written Arabic. A sociolinguistic method of analysis that sees the essay as a communicative event involving the writer, the reader and his or her expectation, and the message was used. Two elements in the essays were examined: (1) moments in the text at which the writer assumed that the reader possessed all the appropriate background information not provided for in the text, and (2) textual and syntactic structures more appropriate in spoken than in written language. The analysis supported the hypothesis concerning the transfer of Arabic stylistic practice to English. Two classroom procedures for helping students make the transition from spoken to written styles are proposed: that in oral language classes teachers guide students to be more topic-focused in their narratives through questioning and requests for more specific information; and that, in writing classes, teachers engage in similar, but written, dialogs to cultivate specificity. (MSE)

ED 271 023 FL 015 789

Christian, Chester C., Jr.
Spanish Language Resources in Texas: Case Studies of 1985 High School Graduates with Academically and Professionally Significant Reading Abilities in Spanish.
PUB DATE- 2 Apr 86
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (Chicago, IL, April 1-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Higher Education; *High School Graduates; *Language Proficiency; *Native Speakers; *Reading Skills; Screening Tests; *Spanish; State Surveys; Student Recruitment
IDENTIFIERS- *Texas

A study of Texas high school students who are native speakers of Spanish with high levels of language ability was undertaken on the assumptions that (1) a large number existed, (2) bilingual schooling may have increased the prevalence of these individuals, and (3) from academic and professional points of view, these abilities might be used more effectively for the benefit of the students and society. Tests and surveys in 1977 and 1985 indicate that a number of students who had never taken Spanish courses in school had advanced Spanish language skills, suggesting that tests of language students might not be the most effective means of finding individuals with advanced skills. It is recommended that students with highly developed Spanish language abilities be identified in high school by testing all students with any Spanish skills with a brief standardized vocabulary test. Universities should be encouraged to recruit these students and develop their language skills, possibly by offering college credit for advanced Spanish courses taken before college entrance. Their objective should be developing this largely wasted intellectual resource. (MSE)

ED 271 052 HE 019 413

Medical Education in Florida. A Study Prepared in Response to Appropriation Item 496 of the 1984 General Appropriations Act (Chapter 84-220, Laws of Florida). 1985--Report 1.

Florida State Postsecondary Education Commission, Tallahassee.

PUB DATE- 10 Feb 85

NOTE- 183p.; Some tabular material contains marginally legible type.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Access to Education; Enrollment Trends; Financial Policy; Geographic Distribution; *Graduate Medical Education; Higher Education; Income; Labor Market; *Medical Education; *Medical Schools; Medical Services; *Needs Assessment; Physical Health; *Physicians; Productivity; School Location; Specialization; *Statewide Planning

IDENTIFIERS- *Florida

Results of assessing needs in medical education in Florida are presented. Attention is directed to: the type, size, and location of programs needed to meet state needs; funding and tuition policies; access to medical education; public support for private medical schools; financial aid to medical students; geriatric medical education; graduate medical education; health care cost containment and medical education; physician assistant education; and academic advisement for premedical students. An overview of allopathic and osteopathic medical education and practice in the United States addresses: number and location of schools, applicants, enrollment, minority and women enrollment, curricula, and productivity and income of physicians. Information is also provided on the health status of Florida residents, including causes of death for different age groups, effect of income and life style on health status, health status of minorities, and medical needs in rural areas. Also covered are: supply and demand projections, geographic distribution of physicians within Florida, and specialty distribution. Appended are two papers: "Options for Financing--Graduate Medical Education in Florida" (Ruth S. Hanft), and "Report on Graduate Medical Education Financing in Florida" (John M. Kuder). (SW)

ED 271 066 HE 019 447

Cameron, Kim S.
The Effectiveness of Ineffectiveness: A New Approach to Assessing Patterns of Organizational Effectiveness.
National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82

NOTE- 92p.
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Evaluation Criteria; *Evaluation Methods; Higher Education; Models; *Needs Assessment; *Organizational Effectiveness; *Problem Solving
IDENTIFIERS- *Fault Tree Analysis

A way to assess and improve organizational effectiveness is discussed, with a focus on factors that inhibit successful organizational performance. The basic assumption is that it is easier, more accurate, and more beneficial for individuals and organizations to identify criteria of ineffectiveness (faults and weaknesses) than to identify criteria of effectiveness (competencies). An organization is defined as being effective to the extent that it is free from characteristics of ineffectiveness. The technique for assessing and improving organizational effectiveness is called "fault tree analysis." Seven steps used in fault tree analysis when assessing organizational effectiveness include: answer seven critical questions to limit the scope of the assessment, determine the top fault and contributing faults, analyze specifics to identify a change strategy, determine weights for the faults through subjective judgments of importance and frequency, compute primary and secondary strategic paths through logic gates, and identify prioritized change strategies for improving organizational effectiveness. Advantages and disadvantages of fault tree analysis are considered, and an example of a private liberal arts college is used to identify indicators of ineffectiveness. Finally, seven models of organizational effectiveness are compared. (SW)

ED 271 080 HE 019 461

Grusczynski, Mary Lauriana

Belief in a Catholic College. Madonna College as a Catholic College.

Madonna Coll., Livonia, Mich.
PUB DATE- Jun 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Case Studies; *Catholic Schools; *Christianity; *Church Related Colleges; College Role; Higher Education; Humanism; *Institutional Mission; Philosophy; *Religious Education
IDENTIFIERS- College Seals; *Madonna College MI

The meaning and purposes of a Catholic college and the example of Madonna College in Michigan were assessed. Literature and documents were surveyed, and interviews were conducted with educators, philosophers, and theologians. The mission statement and documents of Madonna College were also reviewed. Consideration was given to: the identity of Catholic colleges in general and how Madonna College compares to the theoretical and philosophical prototype, the meaning of Christian humanism and its importance in Catholic higher education, how the concept of Christian humanism is understood and lived out at Madonna College, fostering a community of faith and worship at a Catholic college and how this concept is exemplified at Madonna College, how a Catholic college operates in practice as an enterprise wholly committed to educating the whole person for truth and service and for evangelical and ecumenical ministries, and the ongoing educational and service programs at Madonna College. For each of these topics concerning Catholic colleges, a list of questions is provided as guide for discussion as well as for in-depth study. Appendices provide an overview of the historical growth and development of Madonna College, as well as a statement of its mission and goals. The symbolism of the college seal is explained on the inside cover. (SW)

Maiorana, Victor P.
Procognitive Individualized Instruction.
PUB DATE- 11 Oct 85
NOTE- 6p.; Paper presented at the Annual Conference of the International Society for Individualized Instruction (New Brunswick, NJ, October 11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Course Content; *Critical Thinking; Educational Strategies; *Individualized Instruction; Instructional Design; *Learning Processes; *Models; Skill Development; *Teaching Methods

The facts and ideas of subject matter are of little or no value unless such facts and ideas are used to promote thoughtful discourse. Those who teach with this idea in mind can be said to be thinking-skills centered or procognitive; those who teach without this idea in mind can be termed content-centered or procontent. The procognitive viewpoint is based on seven assumptions: (1) all subject matter can be taught procognitively; (2) subject matter and critical thinking skills can be taught at the same time; (3) all subject matter serves some purpose; (4) it is a teacher's responsibility to encourage discourse (thinking) by providing examples that arrange subject matter to show its purpose by revealing the relationships and interconnections which exist in all subject matter; (5) it is the learner's responsibility to understand and apply such example arrangements to new subject matter; (6) students must be actively encouraged to present subject matter in a procognitive manner; and (7) all modes of educational technology can be delivered procognitively. These assumptions derive from an integrated view of subject matter, critical thinking, teaching, educational technology, and learning. In turn, these five major procognitive concerns form a three-part model which consists of the resource, the process, and the result. The application of procognitive methodology is illustrated using this three-part model to plan a discussion of the topic, how to do well in college. A list of nine references is provided. (JB)

ED 271 123 IR 051 560

Packer, Donna; And Others
Collection Policy of the Libraries of Western Washington University.
PUB DATE- Jan 86
NOTE- 219p.
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Administrative Policy; Higher Education; Library Administration; *Library Collection Development; *Library Collections; Library Planning; *Library Technical Processes; Position Papers
IDENTIFIERS- *Western Washington University

This collection development policy provides a framework within which library faculty subject specialists at Western Washington University make library material acquisition decisions. The collection policies address aspects of collection scope and collection intensity, current needs and long-term goals of the university's academic program and stated curriculum. Individual policy statements describe and define the library's intentions in building its major subject collections, each of which serves the needs of a number of university programs. The statements are arranged in alphabetical order and include: agriculture; anthropology; art; biology; business, commerce, and accounting; chemistry; children's literature; economics; education; educational curriculum; English and American language and literatures; finance; foreign languages and literatures; geography/regional planning; geology; health sciences including nursing and speech pathology/audiology; history; literature (general); mathematics and computer science; music; philology, linguistics; philosophy; physical education, recreation and dance; physics, astronomy; political science; psychology; religion; science (general); sociology; and technology. Archives and government documents, two major non-subject units, are also covered. Each statement notes the library faculty member responsible for that collection and defines the collection in terms of its general purpose and how it relates to the university's instructional program. Information on general policy regarding nonprint materials is found in a section covering Technical Policies. A conspectus describes the collections in terms of the 500 major Library of Congress subject area classes. The document includes an index. (THC)

ED 271 150 JC 860 356

Stoodley, Roland V., Jr.
An Approach to Postsecondary Accreditation with the Efficient Use of Human Resources and Cost Containment Methods.
PUB DATE- 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Accreditation (Institutions); Certification; Evaluation Criteria; *Evaluation Methods; *Organizational Effectiveness; *Program Evaluation; Quality Control; *Self Evaluation (Groups); Summative Evaluation; Two Year Colleges
IDENTIFIERS- *New Hampshire Vocational Technical College

A single self-study method for both institutional and program accreditation was developed and field-tested at New Hampshire Vocational-Technical College in an effort to increase the efficiency and lower the cost of the self-study component of the accreditation process. The first phase in the development of the self-study method involved conceptualizing, planning, and organizing the project. This phase included the following steps: the administrative discussion, committee assignment, agency guidelines procurement, accrediting agencies input, and committee charge and assignments. The second phase, which focused on the method and format of the self-study, involved committee meetings and analysis of present requirements for the self-study, followed by the organization of materials into a new self-study format. This phase included: (1) the development of headings to include all information and data required by all agencies; (2) the classification of data as "common" to both institutional and programmatic accreditation requirements, "programmatic" information required by all programmatic accrediting agencies, and "distinct" data required only by one of the agencies; (3) determination of the print format; and (4) the review for completedness. The field-testing of the approach found that it was possible to determine "common," "programmatic," and "distinct" information based on agency guidelines and that the single self-study method was validated and accepted by six institutional and programmatic accrediting agencies. (RO)

ED 271 177 JC 860 392

Cote, Lawrence S.

The Successful Presidency as a Shared Responsibility. Abstract of Remarks and Survey Data for Distribution to Pennsylvania Community College Presidents and Trustees.

Pennsylvania Association of Colleges and Universities, Harrisburg. Commission for Community Colleges.

PUB DATE- Jun 86

NOTE- 20p.; Based on a presentation given at the Joint Annual Meeting of the Commission for Community Colleges and Federation of Community College Trustees (Pocono Manor, PA, June 12-14, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administration; Administrative Problems; *Administrator Attitudes; *Administrator Role; *Administrators; Board Administrator Relationship; *College Presidents; Community Colleges; *Governing Boards; Institutional Administration; *Trustees; Two Year Colleges

IDENTIFIERS- *Pennsylvania

In early 1983, a survey was conducted among the presidents and board chairpersons of the 14 public community colleges in Pennsylvania, asking respondents to rate the level of importance of 20 presidential roles based on their institution's needs during the 1982-83 academic year. During a joint annual meeting of Pennsylvania community college trustees and presidents, the identical survey was completed by attendees, based on projected institutional needs for 1986-87. Respondents rated the importance of the president's role as public relations specialist/image builder, financial manager, student liaison/mentor, marketer/salesperson, fund raiser, labor relations specialist, academic planner/innovator, administrator/executive, symbol/ceremonial official, consensus builder/mediator, community leader, trustee rapport builder/advisor, government liaison/resource stimulator, visionary/long-range planner, scholar/teacher, physical plant/property overseer, alumni liaison/motivator, faculty advocate, educational advocate, and interinstitutional diplomat. Study findings included the following: (1) in both 1983 and 1986, there was very strong consensus between trustees and presidents about the relative importance of roles; (2) for three roles, there was consistent dissensus for both survey periods (i.e., financial manager and community leader, which presidents perceived as more important; and interinstitutional diplomat, which trustees viewed as more important); and (3) in 1986, there was less consensus than in 1983 over the relative importance of the following roles: government liaison/resource stimulator, consensus builder/mediator, symbol/ceremonial official, and marketer/salesperson. The survey instrument is included. (RO)

ED 271 204 PS 015 852

Van Den Berg, Owen C.; Vergnani, Tania

Investigating Preschool Education and Care in South Africa.

University of the Western Cape, Bellville (South Africa). Faculty of Education.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Factors; *Educational Needs; *Foreign Countries; Guidelines; *National Programs; *National Surveys; *Preschool Education; Program Development; Social Problems
IDENTIFIERS- *Apartheid; *South Africa

Recognizing the complexities of apartheid with its implications for conducting systems-related research within the vortex of South Africa, a study investigated the implementation of a national system of preschool provision for South Africa. The investigation began by studying two earlier reports: the Reilly-Hofmeyr report of 1983 and the report of the Science Committee of the President's Council, both of which failed to question the segregated nature of preschool provision. The investigation also examined other literature on preschool education in South Africa. It was then determined that the ongoing study focus on the process that could serve as a networking function helping to forge a national coalition of support for the concerns of the young child. Two questionnaires were mailed to the "main actors" in the field, excluding the parents of preschool children, to explore opinions as well as provisions and services. In addition, visits were made to preschool centers. Among the 12 findings were (1) systems design is a hazardous and tentative activity, (2) a national aystem of preschool provision must be based upon the factors that influence the young child, (3) some form of state subsidy is necessary, and (4) the major shortcomings of preschool provision in South Africa are the lack of sufficient places for all those who need to be accommodated, lack of sufficient funding to maintain a viable preschool service, and lack of anything approaching sufficient numbers of competent staff to run the centers. (HOD)

ED 271 322 SE 046 678

Cauley, Kathleen M.

The Construction of Logic in School Subjects: The Case of Multidigit Subtraction.

Virginia Commonwealth Univ., Richmond.
PUB DATE- Jun 86
NOTE- 27p.; Paper presented at the Annual Symposium of the Jean Piaget Society (Philadelphia, PA, June, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; Concept Formation; *Elementary School Mathematics; Fundamental Concepts; Grade 2; Grade 3; *Mathematical Logic; Mathematics Education; *Mathematics Skills; Primary Education; Problem Solving; *Subtraction

This paper presents an examination of the construction of logic in multidigit subtraction. Interviews were conducted with 90 grade 2 and grade 3 students to determine whether they understood the logic of borrowing and whether the construction of the logic was related to procedural expertise or corresponding conceptual knowledge. Of 34 students identified as proficient, only 12 recognized that the value of the first number in the subtraction problem is conserved during the borrowing procedure. Responses to questions about the values exchanged during regrouping suggest that conceptual knowledge does not distinguish those who understand the logic of borrowing from those who do not. Students who demonstrated procedural proficiency with the subtraction algorithm also demonstrated higher levels of conceptual and logical knowledge about borrowing than those who were less proficient. (Author/JM)

ED 271 336 SO 017 187

Koroscik, Judith; Barrett, Terry

Arts and Learning SIG. Proceedings of the Annual Meeting of the American Educational Research Association (Chicago, Illinois, March 31-April 4, 1985).

American Educational Research Association, Washington, D.C.

PUB DATE- 85
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Aesthetic Education; *Art Education; *Childrens Art; Creative Art; Curriculum Problems; Elementary Education; Junior High Schools; Metacognition; Middle Schools; Music Education; Preschool Education; Science Education; Spatial Ability; *Teaching Guides; Verbal Learning; Visual Arts; Visual Stimuli

The Proceedings Journal contains 13 articles presented at the American Educational Research Association annual meeting as part of the Arts and Learning Special Interest Group program. Individual articles and their authors are: "A Descriptive and Analytical Study of Art Criticism Formats with Implications for Curricular Implementation" by Karen Hamblen; "Teaching and Learning in Art: The Acquisition of Art Knowledge in an Eighth Grade Class" by Nancy R. Johnson; "Art and Science in Technical/Rational Society" by Philip Steedman; "Preschool and Third Grade Children's Development of Drawing Strategies to Represent the Perspective of a Three-Dimensional Model" by Cynthia B. Colbert; "Observation Drawing: Changes in Children's Intention and Translation Methods Grades K-6" by Nancy R. Smith; "What Children Draw or Do Not Draw from What They Can or Cannot See: Implications for Teaching Art" by Jean C. Rush; "An Argument for Social and Moral Arts Curricula" by Susan W. Stinson; "Relationships between Writing and Drawing in First Grade Children" by ViLora Lyn Zalusky; "Constructing Musical Knowledge" by Gary Greenberg; "The Effect of Sustained and Nonsustained Tones on Adults' Representations of Simple Rhythms" by Carolyn Hildebrandt; "Observing Children's Metacognitive Structures through Music-Rhythm Processing" by Linda L. Kelley; "Spatial Relations in Stereotypic Representations" by Stuart Reifel and Elizabeth Strand; and "The Effect of Verbalization in Understanding Visual Art" by Judith S. Koroscik. References and the conference program are included. (TRS)

Oster, Karen
The Effects of Disability and Stress on Mothers and Child Interactions.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Meeting of the Society for Research in Child Development (Toronto, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Infants; Interaction; Mothers; *Parent Child Relationship; *Physical Disabilities; *Play; Preschool Education; *Stress Variables; Young Children

The role of play in disabled and nondisabled toddlers was investigated and the impact of maternal stress on the dynamics of mother-child interactions was evaluated in a study involving 20 mother-toddler dyads (10 of which consisted of physically disabled toddlers and their mothers). Results of interviews revealed that mothers of disabled children reported experiencing a wider range of stress symptoms. When mothers were grouped according to stress level, mothers in the higher stress group tended to show more negative affect in free play more often than lower stress mothers. Higher stress mothers were also less responsive to their children in both play and teaching situations and did not differentiate in their eliciting behavior between the requirements of play and teaching situations. Children of highly stressed mothers exhibited more amplifying behavior, i.e., engaging in self-initiated activities more of the time than children of lower stressed mothers. References are appended. (CL)

ED 270 975 FL 015 727

Mostek, Karlene

Exploring the Definition of Culture Shock and Second Language Learning in Elementary School--Grades 4-8.

PUB DATE- 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Midwest Teachers of English to Speakers of Other Languages (5th, Milwaukee, WI, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Class Activities; *Cultural Awareness; *Culture Conflict; *Educational Needs; Elementary Education; Elementary School Students; English (Second Language); *Immigrants; Literature Reviews; Second Language Learning; *Student Attitudes; Teacher Developed Materials

Some research has been done on culture shock, and some lesser-known research has looked at the phenomenon in older elementary school age children. Studies have examined the stages of culture shock, its effects on the already largely formed personality, immigrant experiences in America and its public schools, language use in the home, second language learning, and family attitudes. Some of the mistakes schools commonly make with immigrant children are mismatching of language skill level, using culturally bound materials, and not making provision for intercultural interaction among children. Providing language activities that are culturally loaded in favor of the students and understandable in the second language as a supplement to the regular English-as-a-second-language curriculum would help to balance the school experience for these students. Native country educational practices and attitudes should also be considered. Administrators should create conditions that would promote literacy in this group, researchers need to communicate what they learn about these problems to the public, teachers must be courageous in trying new solutions, and the public should be more aware of the problems and possibilities for progress. Descriptions of teacher-developed class activities are included. (MSE)

ED 270 990 FL 015 754

Walsh, Catherine E.; Carballo, Eduardo B.
Transitional Bilingual Education in Massachusetts: A Preliminary Study of Its Effectiveness.
Bridgewater State Coll., Mass.
PUB DATE- Apr 86
NOTE- 95p.; A product of the Bilingual Special Education Program.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance Patterns; *Bilingual Education Programs; Comparative Analysis; Elementary Secondary Education; Grade Repetition; *Limited English Speaking; *Program Effectiveness; Program Evaluation; *Remedial Instruction; Spanish Speaking; Student Characteristics
IDENTIFIERS- *Massachusetts; *Transitional Bilingual Education Programs

This study of the effectiveness of transitional bilingual education (TBE) programs for Hispanic students in five Massachusetts school districts analyzed data on students' personal and educational characteristics (place of birth, socioeconomic status, number of years in TBE, district mobility, attendance, test scores, academic grades, and remediation). The student sample was comprised of 214 students in grades 1 through 12 and included TBE students, mainstream students who had previously been in TBE, and limited-English-proficient (LEP) students never enrolled in TBE. The major findings were: (1) the average time in TBE, current or previous, was about three years, with 9 percent in TBE more than three years; (2) although the majority of the students had attended schools only in their district, one third had attended at least three schools there, and one third had attended schools in their native countries; (3) the current TBE students had lower attendance than the mainstream students but higher attendance than non-TBE LEP students; (4) over 90 percent of the TBE and mainstream students had C averages or higher, while 42 percent of the non-TBE LEP students were failing; (5) several times as many non-TBE LEP students as others had repeated grades; and (6) although only 9 percent of the TBE students had been referred for special education, 12 percent of the mainstream and 26 percent of the non-TBE LEP students had been referred. (MSE)

ED 271 038 HE 019 399

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Seattle, Washington).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 22 Jul 85
NOTE- 155p.; Serial No. 99-69. Portions of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Change Strategies; *College Students; *Federal Legislation; Grants; Hearings; Higher Education; Low Income Groups; Program Administration; *Program Costs; Student Financial Aid; *Student Loan Programs; Work Study Programs
IDENTIFIERS- *College Costs; Congress 99th; Debt (Financial); Guaranteed Student Loan Program; *Higher Education Act 1965; Pell Grant Program

Reauthorization of the Higher Education Act of 1965 is considered in this report of a hearing. Factors that affect students' financing of their college studies in Washington are addressed, including the tax structure, tuition, and the state's financial system. Recommendations for the legislation include: fund student financial aid at levels that will ensure reasonable access and that are sensitive to upward adjustments in costs; examine the mix of federal financial aid (loans, grants, and work-study); increase grant assistance for high-need undergraduates and provide grant assistance to high-need graduate students to avoid excessive debt burdens caused by the present imbalance of loan and work programs over grants; reduce the cost of the Guaranteed Student Loan program without penalizing students who benefit from the program; do not consolidate the Title IV program into one grant (one work and one loan program); provide administrative allowances for each major Title IV program to ensure proper management and compliance; and evaluate the aid delivery system to streamline the process for students and reduce the administrative burden on colleges. Included are four pages of the text of H.R. 2805, the bill to amend the Higher Education Act. (SW)

ED 271 137 JC 860 339

Occupational Follow-Up Study Handbook: Illinois Public Community College System.
Illinois Community Coll. Board, Springfield.
PUB DATE- Mar 86
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Education Work Relationship; Employer Attitudes; Employment Patterns; *Followup Studies; *Graduate Surveys; Outcomes of Education; Questionnaires; Research Methodology; *State Standards; *Statewide Planning; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Illinois

Designed to assist Illinois public community colleges in satisfying state and federal reporting requirements, this handbook provides guidelines for conducting vocational education follow-up studies and reporting data. Following introductory information, an overview is presented of the Illinois Community College Board (ICCB) Management Information System and the ICCB's role in the follow-up survey process. Next, the handbook sets forth the purposes of the follow-up survey, which include determining the employment status, job location, and job-entry salaries of occupational program completers and leavers by specific program area; and obtaining an evaluation of both program completers' and non-completers' training at the community college by the employers of these students. The next sections explain the ICCB's guidelines for classifying program majors and provide definitions for occupational program completers and leavers. The handbook then offers procedural guidance on conducting the student survey (including information on the use of standardized student survey items) and on conducting the survey of employers of students who responded to the student follow-up survey and were employed in fields related to their community college program. A time schedule of submission dates is followed by discussions of community college responsibilities and ICCB responsibilities for statewide coordination. Appendices present standardized items for the student occupational follow-up survey and the employer occupational follow-up survey; coding and data entry format instructions; and operational definitions of program completers and leavers used in the survey. (RO)

ED 271 220 PS 015 893

Scott, L. Carol; Goetz, Elizabeth M.
Playing Games at School: An Analysis of Teaching with a Game.
SPONS. AGENCY- Kansas Research Inst. for the Early Childhood Education of the Handicapped, Lawrence.
PUB DATE- Jun 86
NOTE- 12p.
GRANT- OEG-300-77-0308
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Drills (Practice); *Educational Games; *Learning Strategies; *Memorization; *Mnemonics; *Numbers; *Preschool Children; Preschool Education; Teaching Methods
IDENTIFIERS- *Rehearsal (Memory)

Recognizing that rote drill and practice (rehearsal) has been replaced with game-like teaching formats as a tool for memorization, a study compared the effectiveness of the two methods to teach eight preschoolers to recite their home telephone numbers. In six sessions, children either rehearsed their phone numbers or used small props and rhyming phrases as mnemonic devices to assist their learning. Findings showed that more of the children who rehearsed their phone numbers could recite them on posttests and retention tests conducted two, four, and six weeks after training. Those children who used props and rhyming phrases seemed unable to remember their phone numbers because of interference from the mnemonic techniques. It was concluded that the "fun" teaching techniques used by teachers of young children inhibited, rather than facilitated, learning. (HOD)

ED 271 264 RC 015 821

A Guide to Native Organizations in Alberta.
Alberta Dept. of Native Affairs, Edmonton.

PUB DATE- Aug 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indians; *Canada Natives; *Community Organizations; Economic Development; Foreign Countries; Handicrafts; Housing; *Information Sources; Mass Media; *Organizations (Groups); Social Agencies; *Tribes
IDENTIFIERS- *Alberta; Canada

Names, addresses, names of directors, and telephone numbers for 182 organizations formed by or serving Canada Natives in Alberta are presented, grouped by their area of interest. Listed are 17 arts and crafts organizations, 10 business and employment development services, 8 radio stations and newspapers, 12 cultural groups, 19 educational organizations, 16 friendship centers, 4 housing programs, 44 Indian bands and chiefs, 9 isolated community associations, 24 social service agencies, 6 women's groups, and 9 miscellaneous groups. Officials' names, addresses, and telephone numbers are given for groups comprising the Alberta Federation of Metis Settlements Association, Indian Association of Alberta, Metis Association of Alberta, Native Council of Alberta, and tribal and regional councils. An index lists organizations alphabetically under each area of interest. (LFL)

ED 271 278 RC 015 846

Maughan, Durrell A.; And Others
TOTE Project. A Curriculum Source Book for Teaching Human Relations, Environmental Education, and Camping Skills in the Classroom and on the Trail.
Los Angeles Unified School District, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- 81
NOTE- 586p.
AVAILABLE FROM- Outdoor Education Office, Los Angeles Unified School District, 450 N. Grand Avenue, Room G-314, Los Angeles, CA 90012 ($25.00).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activity Units; Adventure Education; *Camping; Communication Skills; *Environmental Education; *Experiential Learning; Field Trips; Group Dynamics; *Human Relations; Learning Activities; Natural Sciences; *Outdoor Education; Resource Units; Safety; Secondary Education; State History; Trails
IDENTIFIERS- *Backpacking; California (South)

Backpacking serves as the vehicle for teaching basic secondary school subjects in this curriculum guide which suggests various learning activities for teaching human relations, environmental education, and camping. The activities, some for the classroom and some for the trail, are designed to help students observe, draw conclusions, and develop fundamental reasoning skills. The guide begins with a section for teachers about trip planning and organization, group dynamics, outdoor teaching strategies, recreational activities, and environmental values. The following four sections contain units for students under the headings of human relations, natural environment, humanizing camping, and camping skills. Each section contains numerous subtopics each with background information for students, concepts, objectives, and learning activities. The human relations section contains 10 subtopics including value systems, trail dilemmas, and effective leadership. The natural environment section provides 35 subtopics in the areas of astronomy, geology, ecology, fauna, flora, and weather and climate. The section titled "Humanizing Hiking" covers southern California history and culture as well as the verbal and graphic interpretation of outdoor education experiences. The camping skills section covers campsites, equipment, first aid, camp food, personal conditioning, trail safety, survival, and maps. The appendix provides a bibliography of nearly 200 references. (JHZ)

ED 271 291 SE 046 639

Stedman, Carlton H.

An Examination of Science Texts from Early America to the 1900s for Evidence of Inquiry Oriented Presentations.

PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- Content Analysis; *Elementary School Science; Elementary Secondary Education; *Inquiry; Learning Strategies; Science Education; *Science Education History; *Science Instruction; Science Materials; *Textbook Content; Textbook Evaluation
IDENTIFIERS- Science Education Research

The origins of inquiry activities are discussed in this historical review and assessment of science textbooks. Approximately 80 texts (dated from 1822 to 1910) were analyzed specifically for inquiry teaching strategies. No significant patterns were detected, either by subject or time, which could support an identifiable birth of inquiry. After 1880, there were consistently more "experiments" included in the reviewed texts but there was no evidence of student initiated studies or problems. Science texts and laboratory manuals in the eary 1900's were highly structured and were devoted to large quantities of verbal explanations. However, several texts which were prepared specifically for teachers led to the speculation that inquiry was still not a prominent aspect of science teaching. Inquiry appeared to have been implemented in some classrooms around the turn of the century, but was certainly not a common methodology. Tables are included which present information on (1) percentages of inquiry activities found in textbooks based on the stages of Lee's taxonomy of teaching style examples, (2) percentages of inquiry activities by subject matter areas, and (3) citings from specific texts of potential evidence of inquiry based activities. (ML)

ED 271 308 SE 046 662

Romberg, Thomas A.; And Others
Performance on Addition and Subtraction Problems: Results from Achievement Monitoring Tests--Sandy Bay Study, Working Paper No. 325.
Tasmania Univ., Hobart (Australia).; Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 82
NOTE- 148p.; For a related document, see ED 215 892.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Addition; *Arithmetic; *Cognitive Processes; Elementary School Mathematics; Foreign Countries; Grade 1; Grade 2; Grade 3; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; *Performance Factors; Predictor Variables; Primary Education; Problem Solving; Subtraction
IDENTIFIERS- *Australia; *Cognitive Level

This paper reports the results from one of a series of related, collaborative studies carried out in Sandy Bay, Tasmania, Australia, in 1979 and 1980, examining how young children acquire the skills to represent and solve addition and subtraction problems. The purpose of this study was to relate children's cognitive processing capabilities and their grade level to performance on addition and subtraction test items. Two sets of data were used to assess memory capacity and cognitive processing capacities. Six groups of children were then identified with different specific cognitive characteristics. A sample of children in five classes at Grades 1, 2, and 3 was selected and a set of addition and subtraction problems was administered on three occasions. Items were scored correct or incorrect, and data were summarized for each administration by grade and cognitive level. Differences were found for specific objectives, for instruction over time, and for grade level. Importantly, children who differed in cognitive processing capacity consistently performed differently regardless of other salient factors. (Author/JM)

ED 271 353 SO 017 264

American Folk Music and Folklore Recordings 1984: A Selected List.
Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- 85
NOTE- 14p.; For the 1983 list, see SO 017 265.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Black Culture; Discographies; *Folk Culture; *Jazz; *Modernism; *Music; *Popular Culture
IDENTIFIERS- *Library of Congress

In an effort to encourage appreciation of the rich folk heritage of the United States, the American Folklife Center of the Library of Congress presents this annual list of 30 recordings selected by a panel of distinguished experts from nearly two hundred titles submitted by producers, suggested by folklorists and ethnomusicologists, and proposed by center staff. All entries were released in 1984, feature cultural traditions found within the United States, emphasize "root traditions" over popular adaptations of traditional materials, are conveniently available to American purchasers, and are well annotated with liner notes or accompanying booklets relating the recordings to the performers, their communities, genres, styles, or other pertinent information. The annotated entries are followed by sources of the listed recordings as well as sources of further listings and reviews of folk records. (BZ)

ED 271 108 IR 051 544

Statement on the School-Housed Public Library.
Interdepartmental Liaison Group on Library Development, Edmonton (Alberta).
PUB DATE- Mar 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Library Cooperation; Library Networks; Library Planning; Library Role; *Library Services; Library Standards; Position Papers; *Public Libraries; *School Libraries; *Shared Facilities
IDENTIFIERS- *Alberta; Canada

Canada has tried many combinations of school-housed public libraries, and in general, both school and public library authorities agree that the combination has not successfully met the requirements for service of the two distinct institutions, each with its differing roles and goals. This statement on the school-housed public library in Alberta is organized into five sections: Present Situation; Operation and Evaluation of Combined Services; Networking and Cooperative Arrangements; Public Library Service within a School; and Recommendations. The statement recommends that: (1) the development of cooperative arrangements between school libraries and public libraries should be strongly encouraged at local, regional, and provincial levels; (2) no further development of combined school/public libraries should occur except in designated community schools; (3) where municipal libraries are housed in schools, the municipal board should comply with the Libraries Regulation, and both parties should evaluate the operation and its success against recommended guidelines; and (4) criteria for future consolidated operations in a community school setting should be those set out in this document. Appendices

include a draft agreement for the operation of a joint public and school library and an extract from "Policy, Guidelines, Procedures and Standards for School Libraries in Alberta." A 13-title bibliography is included. (THC)

ED 271 164 JC 860 375

Grosz, Karen, Ed.
A Bridge to Excellence: Faculty Handbook.
Santa Monica Coll., CA.

PUB DATE- 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Faculty College Relationship; Faculty Handbooks; *Self Evaluation (Individuals); *Teacher Effectiveness; *Teacher Orientation; *Teacher Responsibility; Teacher Role; Two Year Colleges

This handbook was designed to promote teaching excellence and faculty involvement at Santa Monica College (SMC). Introductory material offers messages to the faculty from college trustees and the president, presents SMC's mission statement, and contains policy statements on academic freedom and academic responsibility. The next section offers advice on teaching excellence from SMC instructors. This section contains: (1) suggestions and a form to assist in the preparation of course syllabi; (2) a list of the characteristics of an effective lecture and a checklist for evaluating one's lecturing style; (3) advice and information on meeting the educational needs of adults and a checklist on strategies for adult instruction; (4) advice on testing and grading; (5) an evaluation form designed to solicit feedback from students on instructor effectiveness; (6) thoughts on the objectives of teaching and the characteristics of effective teachers and a self-evaluation checklist focusing on teaching style; (7) information on professional development options offered at SMC and a form for indicating faculty development interests; and (8) information and suggestions regarding curriculum development. A summary of advice to teachers offered by participants at a Great Teacher's Seminar is followed by information on special faculty programs, SMC's Academic Senate, and the Faculty Association. Answers to commonly asked questions regarding SMC policies are followed by statements about the college's philosophy and history. (RO)

ED 271 190 PS 015 424

Brownell, Celia A.
Effects of Age and Age-Mix on Toddler Peer Interaction and Development of Role-Taking Ability in Toddlers.
PUB DATE- Mar 82
NOTE- 19p.; Paper presented at the International Conference on Infant Studies (3rd, Austin, TX, March 18-21, 1982). Based on Ph.D. Dissertation, University of Minnesota, 1982.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Cognitive Development; Cooperation; *Infants; *Interpersonal Competence; *Peer Relationship; Play; Problem Solving; *Research Needs; Social Behavior; Social Cognition; *Toddlers

On the basis of two sets of videotaped observations collected on same-sex, same-age and mixed-age dyads composed of children 18 and/or 24 months old, issues concerning research on infants and toddlers are addressed. The first set of observations was a simple description of the structure and content of children's peer interaction during 15 minutes of free play. Questions addressed focused on: (1) the contribution of age-related mechanisms to the growth of peer skill over the latter part of the second year; and (2) children's social accommodations to a partner differing in age. The second set of observations focused on toddlers in cooperative problem solving situations. Research issues addressed, in a somewhat preliminary way, include the need for a more detailed and elaborate data base of research on infants and toddlers, the need to examine in much more detail the contexts in which particular peer competencies are manifested, the need to study the social understanding the child brings to peer interaction, and the need to build and test explanatory models for the early acquisition and growth of peer social skills. (RH)

ED 271 236 RC 015 739

Pitts, Ilse M.; And Others
Word-Tool Match. Review Software for Basic CHOICE. CHOICE (Challenging Options in Career Education).
Mid-Hudson Migrant Education Center, New Paltz, NY.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 85
NOTE- 16p.; For related documents, see RC 015 737-741.
AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Career Education; *Computer Assisted Instruction; *Courseware; Educational Objectives; Flow Charts; Learning Activities; *Migrant Education; *Occupational Information; *Programed Instructional Materials; Secondary Education; Teaching Guides
IDENTIFIERS- Apple (Computer); *CHOICE (Career Education Curriculum)

CHOICE Word-Tool Match provides migrant youth the opportunity to use the computer in self-directed ways, while reinforcing job and role information presented in Basic Job and Role activity folders and workbooks. Learners select whether to play with one or two players, the career that will provide the theme for the game, and whether to play the easy or hard version. Learners match tool pictures to tool words displayed at the top of the screen. When each player has made eight decisions, a winner is declared and a summary of each learner's attempts is provided. Each time disks are used, random arrangement of tools creates a new challenge. Program objectives are to reinforce career concepts, identify tools related to particular workers, reinforce tool and worker vocabulary, practice basic computer keyboard manipulation, develop/increase computer awareness through computer assisted instruction, recognize symbols as representations of concepts, recognize graphic representations of objects, and recognize words as representations of objects. This teacher software manual details hardware requirements, backup copy procedures, student learning objectives, use of the program as a tutorial or in a classroom setting, step-by-step directions for using the program, instructions for turning the sound on or off, and a program outline and flow chart. (NEC)

Ploch, Louis A.
Inmigration to Maine. Motivations for Moving, Satisfactions, Participation.
Maine Univ., Orono. Dept. of Agricultural and Resource Economics.
REPORT NO.- ARE-370
PUB DATE- Jan 85
NOTE- 27p.; For a related document, see RC 015 796.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizen Participation; Community Satisfaction; *Family Mobility; Geographic Location; Life Satisfaction; Migration Patterns; *Motivation; Physical Environment; Place of Residence; *Quality of Life; Relocation; Residential Patterns; *Rural Areas; Social Environment; *Urban to Rural Migration
IDENTIFIERS- Impact; *Maine

Out-of-state persons moving to Maine during the July through December period of either 1980 or 1983 were queried to determine why they chose Maine, what their levels of satisfaction were with life in Maine, and in what activities they participated or planned to participate. The majority of the 417 survey respondents were from large counties in the northeastern United States, highly educated, employed in upper level white collar occupations, had small households, preferred to locate in small communities, and had come to Maine voluntarily. Unlike the economically motivated moves characteristic of most American migration, economic forces and occupational opportunities played little role in decisions to move to Maine. Environmental and ecological attributes, opportunities to escape corporate and suburban living and to enjoy small town life, and family related motivations such as desire to live in a safer place were of major importance in relocation decisions. Inmigrants tended to be satisfied with life in Maine. They reported increased interaction with neighbors and friends, improved family relationships, increased participation in civic and community activities, and increased outdoor and home related activities. Implications of the impact on small communities of inmigrants with the respondents' characteristics are discussed. Numerous tables present survey data throughout the text. (LFL)

ED 271 323 SE 046 679

University Funding. Federal Funding Mechanisms in Support of University Research. Report to the Chairman, Committee on Science and Technology, House of Representatives.

SPONS. AGENCY- General Accounting Office, Washington, D.C.
REPORT NO.- GAO/RCED-86-53
PUB DATE- Feb 86
NOTE- 184p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (Free up to 5 copies, over 5 copies, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Aid; Federal Government; *Financial Policy; *Financial Support; Government Role; *Government School Relationship; Higher Education; Public Support; Research; *Research and Development; Research and Development Centers; *Scientific Research; *Universities
IDENTIFIERS- *General Accounting Office

This report describes federal funding mechanisms used, including relative magnitudes of support, by the six federal agencies that support most of the scientific research at universities and examines trends of how the use of these mechanisms has changed over time. The six agencies are the National Institutes of Health, the National Science Foundation, the Department of Energy, the Department of Defense, the National Aeronautics and Space Administration, and the Department of Agriculture. The array of mechanisms includes: (1) individual project support; (2) program support; (3) center support; (4) special training needs; (5) major equipment and facilities; and (6) institutional support. For purposes of the report, funding mechanisms are classified as either mechanisms that support research directly or mechanisms that support the infrastructure of research. The report examines the funding of mechanisms used by private foundations and voluntary associations in supporting university research. The data were collected for fiscal year 1984 and are limited to funds obligated by federal agencies for the performance of research at and by a university department, program, center, or other university facility. (JM)

Duane, Drake D.
The Sense and the Necessity of the Sciences in Learning Disabilities.
PUB DATE- Feb 85
NOTE- 22p.; Paper presented at the Annual Conference of the Association for Children and Adults with Learning Disabilities (22nd, San Francisco, CA, February 20-23, 1985).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; Intervention; *Learning Disabilities; *Neurological Organization; Observation; Sciences

Reflections on the meaning and uses of science and observations about its implications in the study of learning disabilities are offered in this paper. The distinction between science and technology is examined and difficulties with society's absorption in pseudoscience or in science that has been oversimplified are discussed. The field of left and right brain research along with society's various reactions to it is cited as a case in point. Research on dyslexia and other forms of learning disability (LD) is reviewed and implications for intervention briefly noted. The importance of clinical scientific observation to progress in the field of learning disabilities is asserted and a personal approach to interviewing students with suspected LD is described. (CL)

ED 271 007   FL 015 772

Anani, Mohammad
Arabic and English Imperative Structures.
PUB DATE- Apr 84
NOTE- 10p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Comparative Analysis; Contrastive Linguistics; *English; Grammar; *Sentence Structure; Structural Analysis (Linguistics); *Verbs
IDENTIFIERS- *Imperatives (Grammar)
This paper studies the variety of Arabic imperative sentences, which are seen as the result of an interrelated set of choices made from a limited number of binary systems, and analyzes their occurrence in different situations. Where possible, relevant features of Arabic imperative structures are compared with their nearest English equivalents. The conditions which determine the choice of one or the other of paired imperative structures are set out. These conditions include specification, impatience, person, insistence, and negation. The analysis covers both formal and colloquial utterances. (MSE)

ED 271 024 FL 015 790

Baltra, Armando
Computer Adventure Games: Toys as Tools for Teaching.
PUB DATE- Mar 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); *Computer Assisted Instruction; Computer Oriented Programs; *Computer Software; Discovery Learning; *English (Second Language); *Games; Learning Processes; *Media Selection; Microcomputers; Second Language Instruction; Student Motivation

Adventure games designed for use on home computers are a potentially powerful instructional resource in English as a second language because they promote problem-solving using the target language and are highly motivating to students. The games, whose objective is usually for the user to defeat an obscure force and recover a precious object, are varied in design, and are most suitable for the development of communicative fluency in the language when they (1) do not focus on the mere manipulation of vocabulary and/or grammatical forms, (2) encourage meaningful discovery learning without ignoring meaningful reception learning, (3) create opportunities for interpersonal interaction, and (4) integrate communicative abilities. Research has found challenge, fantasy, and curiosity to be the most crucial motivating factors. Elements of computer games that will contribute to second language learning include clear goals, use of language to achieve the goals but not as the goals themselves, feedback, an uncertain outcome, multiple difficulty levels, use of hidden information as a communicative device, unpredictability, randomness, and engaging the user's curiosity and search for novelty. Teachers can use these criteria to find effective materials and to help in the development of new or improved software. (MSE)

ED 271 053 HE 019 414

Chaffee, Ellen Earle; Krakower, Jack Y.
Strategies for Managing When Resources are Unpredictable.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 32p.
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *College Administration; *College Environment; *Educational Resources; Higher Education; *Organizational Effectiveness; Organizational Theories

The effect of unpredictable resources on organizational performance in higher education was examined, along with whether some management strategies are more successful under conditions of relative predictability or unpredictability. Perceptions of administrators about institutional resources and performance were studied, along with the effects of institutional structure and three types of strategies: (1) a linear model based on methodical, sequential planning that is oriented to accomplishing stated goals; (2) an adaptive strategy involving assessment of the external environment and the capacities of the school, and adjustment of either or both; and (3) an interpretive strategy that is based on the idea that the organization is a social contract among individuals who freely agree to cooperate. Dimensions of perceived organizational performance include investor confidence, leader credibility, faculty quality, and ability to get resources. The study involved 474 administrators who perceived high levels of unpredictability in revenues and enrollments and 209 administrators who perceived low levels of unpredictability. The results suggest that administrators' perceptions of resource unpredictability are unrelated to perceptions of institutional performance. Strategies that seemed to be linked to performance were the linear and interpretive strategic models. References, tables, and a list of variables are appended. (SW)

ED 271 067 HE 019 448

Krakower, Jack Y.; Zammuto, Raymond F.

A Report on the Effects of Environmental and Institutional Factors on College and University Enrollments.

National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 56p.
CONTRACT- 400-80-0109

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; Comparative Analysis; Economic Factors; *Enrollment Influences; Federal Aid; Higher Education; Income; In State Students; *Institutional Characteristics; Majors (Students); Part Time Students; *Private Colleges; School Holding Power; Selective Colleges; State Aid; *State Colleges; *Student Financial Aid; Tuition; Two Year Colleges; Unemployment

The effects of five environmental and five institutional factors on college and university enrollments during the period between 1975-1976 and 1980-1981 were studied with a sample of 2,101 institutions. The environmental factors were federal student aid, state student aid, number of 18-year-olds, unemployment, and level of economic wealth as characterized by average weekly earnings. The institutional factors were selected to represent the manner in which colleges and universities have positioned themselves within their environment. The institutional factors were: percentage of total students enrolled on a part-time basis, tuition and fees, admissions selectivity, percent of in-state students, and program emphasis as characterized by percent of degrees awarded in the humanities, social sciences, and education. A lagged enrollment variable was included to control for differences in institutional size and to study the effect of the direction and magnitude of past enrollment change on current enrollments. A pooled cross-sectional time series regression design was used to analyze the data. Separate regressions were run for public and private two- and four-year colleges and for major doctoral, comprehensive, and general baccalaureate institutions. (SW)

ED 271 081 HE 019 462

de los Santos, Alfredo G., Jr.
Facing the Facts about Mexican America. The 1986 Tomas Rivera Lecture.
PUB DATE- 13 Mar 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Higher Education (Washington, DC, March 13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); College Attendance; *College Preparation; Community Colleges; *Declining Enrollment; *Educational Testing; Enrollment Influences; Higher Education; *Mexican Americans; Socioeconomic Status; Student Evaluation

The status of Mexican Americans in higher education is addressed, along with the role played by testing and assessment, and educational prospects for Mexican American children. The importance of community colleges in the education of Mexican Americans is noted. Reasons for declining college enrollments for Hispanics are identified: high college costs, the change in financial aid from grants to loans, more difficult admission standards, and the increased use of assessment. Three misuses of educational testing that have implications for Mexican Americans include: heavy reliance on testing for admissions, testing to predict college success, and teacher testing. It is suggested that the net result of the increased use (and misuse) of testing is a sharp decline in the enrollment of Hispanics in colleges and a reduction of Hispanics seeking to become teachers. The educational prospects of Mexican American children are not encouraging. Hispanics are poorer than the general population and their educational level is considerably below non-Hispanic Whites. Recommendations for the future include: providing access for Mexican Americans to social and economic mobility, increasing the number of Mexican American and minority teachers, improving preparation for college, and scrunitizing testing. (SW)

ED 271 095 IR 012 171

Gerbner, George; And Others
Religion and Television.
Gallup Organization, Inc., Princeton, N.J.; Pennsylvania Univ., Philadelphia. Annenberg School of Communications.
SPONS. AGENCY- National Council of Churches of Christ, New York, N.Y.
PUB DATE- Apr 84
NOTE- 386p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Audience Analysis; Beliefs; Comparative Analysis; Interviews; *Programing (Broadcast); *Religion; Research Methodology; Surveys; Tables (Data); *Television Research; *Television Viewing
IDENTIFIERS- *Religious Broadcasting

This 2-year study was conducted to investigate the nature of religious television, its viewers, and its effect on mainline or other local churches. Four specific areas were addressed: the nature of the viewing audience, the content of religious television, the appeals and satisfactions (uses and functions) of religious programs, and behavioral effects of various levels of religious and general television viewing. Two methods of data collection were employed: a study of the content of 101 national and local religious programs broadcast over a 3-week period in 1982, and one national and two regional surveys which assessed the ideas and behaviors viewing tends to cultivate in its audiences. Findings indicate that: (1) higher levels of religious behavior were reported by those who watch more religious television; (2) correlates of general viewing show some similarities and some contrasts with those of viewing religious programs (general viewing seems to cultivate some of the same beliefs as religious television, such as biblical literalism, belief in miracles, and acceptance of speaking in tongues); (3) while heavy viewers of religious television read the Bible and pray more than light viewers, heavy general television viewers pray more than light viewers but read the Bible less; (4) those who watch more general television are less likely to have had a religious experience, to attend church often, to engage in non-worship activities, or to make contributions to their local church; (5) heavy viewers of religious programs are more likely than non-viewers to describe themselves as conservatives, oppose a nuclear freeze, favor tougher laws against pornography, and report voting in the last general election; (6) the vigorous cultivation of traditional sexual values is one of the most distinctive features of religious programs and especially of the television ministries; and (7) heavy viewers of religious television express greater confidence in leaders of local churches and organized religion than do light viewers. The second half of the document contains 75 data tables with raw data on viewers and non-viewers of religious television. The results of the national Gallup Organization portion of the study are also presented. A list of references is provided. (JB)

ED 271 124 IR 051 561

Whittaker, Robert
Databases: Beyond the Basics.
PUB DATE- 28 Dec 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Teachers of Slavic and East European Languages (Chicago, IL, December 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Databases; Humanities; *Information Retrieval; Information Storage; Language Teachers; Microcomputers; Position Papers; *Research Tools; *Slavic Languages
IDENTIFIERS- *Bibliographic Data Bases; Nonbibliographic Databases

This presented paper offers an elementary description of database characteristics and then provides a survey of databases that may be useful to the teacher and researcher in Slavic and East European languages and literatures. The survey focuses on commercial databases that are available, usable, and needed. Individual databases discussed include: the Modern Library Association International Bibliography; the Library of Congress Catalog; the Arts and Humanities Citation Index; and the Research Library Information Network (RLIN). The paper concludes with comments on individual database concepts and microcomputer applications for research, writing, and teaching. (THC)

ED 271 151 JC 860 357

Blanchard, Bryan
Applying Marketing Concepts to Higher Education: Development of an Enrollment Management Plan for the Off-Campus Program.
Community Coll. of Rhode Island, Warwick.
PUB DATE- 85
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Community Colleges; Educational Demand; *Enrollment; Enrollment Influences; *Marketing; *Off Campus Facilities; *Program Administration; *Program Effectiveness; *Satellite Facilities; Student Recruitment; Two Year Colleges

The Enrollment Management Plan proposed in this report was developed in an effort to provide a comprehensive framework for organizational analysis, planning, and evaluation for the Off-Campus Program of the Community College of Rhode Island. The introductory sections of the report offer background information, define enrollment management, and identify aspects of higher education management with comparable elements in business marketing (e.g., student recruitment, retention, and institutional adaptation and renewal). Section 1 presents specific recommendations in the area of institutional research, highlighting the need for enrollment statistics, trend data, admissions data, outcome studies, and enrollment centers. Section 2 offers recommendations concerning academic affairs, suggesting the creation of advisory boards for satellite centers, the development of flexible course schedules, the provision of incentive/recognition awards, the expansion of the high school enrichment program, the enhancement of business/agency linkages, and the improvement of television services. Section 3 focuses on recommendations for off-campus student services, suggesting ways to eliminate "red tape," to create a sense of community at satellite campuses, to improve services, to increase student involvement, and to improve staff training. In section 4, suggestions are provided for program promotion and student recruitment, including ideas concerning advertising, registration, publicity, community contacts, and differentiated marketing. The final sections offer suggestions for the improvement of the Off-Campus Program. (RO)

ED 271 292 SE 046 642

Stedman, Carlton H.
An Examination of Possible Origins of Inquiry Instruction in Science.
PUB DATE- 86
NOTE- 17p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- College Science; Higher Education; *Inquiry; Learning Strategies; Science Education; *Science Education History; *Science History; Science Instruction; *Scientists; Secondary Education; *Secondary School Science

The characteristics and major events of early American science are discussed in this paper. The philosophical influences and scientific practices of prominent scientists in early American time periods are examined and referenced in terms of their orientation to inquiry-oriented methods. Specific descriptions of the scientific accomplishments of Benjamin Silliman, Louis Agassiz, and Asa Gray are offered. The conditions and academic emphases found in higher education instructions and in secondary schools prior to and during the early 1900's are also highlighted. This historical review suggests that 19th century and early 20th century science was not conducive to planned inquiry, especially at higher levels of sophistication, and that in all probability lower levels of inquiry were accidental strategies in some 19th century American classrooms. Parallels are presented between the progression of science and the history of the teaching of science. (ML)

ED 271 337 SO 017 206

List of Participating Institutions: Associated Schools Project in Education for International Co-operation and Peace = Liste des establissements participants: Systeme des ecoles associees appliquant un programme d'education pour la cooperation internationale et la paix = Lista de Instituciones Participantes: Plan de Escuelas Asociadas en la Educacion para la Cooperacion Internacional y la Paz.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- ED-86/WS/1
PUB DATE- Dec 85
NOTE- 370p.
AVAILABLE FROM- UNESCO, Section of Education for International Co-Operation and Peace, 7, Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English; French; Spanish

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *International Cooperation; International Education; International Programs; *International Relations; Peace

A list of participating institutions at the Associated Schools Project in Education for International Co-Operation and Peace, December 31, 1985 is presented. A total of 1,970 institutions in 94 countries participated, including 47 nursery schools, 556 primary schools, 1,123 secondary schools, and 248 teacher training institutions. Addresses of schools and contact persons, including principals and coordinators, are listed for the participating institutions. United Nations Information Centers/Services and United Nations and Specialized Agencies addresses are also included. (RSL)

ED 270 976 FL 015 737

Deblauwe, Claude

The Certificate Program in Western European Area and in Latin American Area Studies as Incentives to Study French and Spanish.

PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Area Studies; College Second Language Programs; *Degree Requirements; Enrollment Influences; *French; Higher Education; *Interdisciplinary Approach; International Studies; *Language Enrollment; Learning Motivation; Private Colleges; Program Descriptions; Second Language Learning; *Spanish; Undergraduate Study
IDENTIFIERS- University of San Francisco CA

The University of San Francisco developed a certificate program in Western European area studies covering French-speaking countries, and subsequently a Latin American area studies program for Spanish-speaking countries, in response to uneven language enrollments and as a means of increasing intermediate-level enrollment. The French program begins after the student has completed 3 semesters of the language, and requires 15 additional semester units from a wide, interdisciplinary variety of related courses, some of which are also part of the general education curriculum or may also apply to a student's major requirements. The Spanish program, also beginning after 3 semesters of language study, requires 24 additional semester units. The two programs have been successful in raising intermediate-level language enrollments by 5 to 20 percent in the years since their inception, because of their breadth, flexibility, the value they add to the bachelor's degree, and the possibility of attaining a certificate showing achievement. The course requirements for each area studies program are detailed. (MSE)

ED 270 991 FL 015 755

Rado, Marta
LOTE Pedagogy and Course Design.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Victorian Institute of Secondary Education Languages Other Than English Policy and Action Conference (Melbourne, Australia, April 12-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Organization; *Curriculum Design; *Curriculum Development; *Educational Objectives; Language Skills; Second Language Instruction; *Student Evaluation; Teaching Methods

There are cognitive, social, personal, and practical reasons for studying a second language, and the syllabus is shaped by these and the identity of the learners, general and specific course objectives, educational principles, course components, learner input, and student evaluation procedures. A dynamic syllabus addresses four language competence types: grammatical, sociolinguistic, discourse, and strategic. These competencies, and the language skills that play a role in each, constitute an individual's language proficiency, and provide the framework for a syllabus and sub-syllabi with variations in emphasis. Construction of the sub-syllabi follows a non-culture-specific procedure of syllabus preparation, testing, and revision with components including teacher/learner input, individual/group output, speech acts/functions, general notions and relations, discourse features, grammatical exponents, skills, topics and sub-topics, themes, activities, testing, negotiation, evaluation and reflection, and reintroduction. The components can take a variety of forms, and any can serve as an organizing principle for the overall syllabus. Beyond this point, the syllabus becomes culture-specific and it is the teacher's responsibility to provide culture-specific information continually. Students can take some responsibility for their own learning. There does exist a need for test item banks and formats valid across languages. (MSE)

ED 271 039 HE 019 400

Chafe, Doug
Leave of Absence Policies in Business and Education. Administrative Report.
San Mateo Office of Education, Redwood City, CA.
PUB DATE- Jun 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business; Elementary Secondary Education; *Employment Practices; Higher Education; *Leaves of Absence; *Personnel Policy

Leave of absence policies in business and education and the rationale for offering these policies are examined. Most businesses and education agencies allow extended personal leaves of absence, which are usually unpaid. Most companies prefer to use general policy statements and to consider each request on an individual basis. According to a survey of 253 personnel executives, purposes for which leaves are granted by a sample of school districts include: military service, paid sabbaticals and other professional study, maternity, exchange teaching abroad and in the United States, service in professional organizations and government, research or travel other than sabbatical, and holding political office. In deciding whether to grant leave, companies weigh the needs of the requestor against the company's needs. In some companies, the employee must show compelling need; in others, it seems that if the company can get along without the employee then the leave should be granted. When time limits are set on the leave, it is most often for a maximum of one year. In both business and education, the rationale for personal leave policies is that it benefits both the employee and the employer. When the employer demonstrates willingness to treat employees well, they respond with increased productivity and loyalty. (SW)

ED 271 138 JC 860 342

Bechtold, Roger; And Others
Feasibility Study for a Proposed Physical Fitness Center and a Super Circuit Lab. Research Report Series Volume XIV, No. 16.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Jul 86
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Community Support; *Enrollment Projections; Feasibility Studies; Physical Education; *Physical Education Facilities; Physical Fitness; *Physical Recreation Programs; Questionnaires; School Surveys; *Student Attitudes; *Teacher Attitudes; Two Year Colleges

A study was conducted at William Rainey Harper College (WRHC) to determine the feasibility of establishing a flexible hour physical fitness center and super circuit lab at the college. Designed for use by community residents of all ages and physical fitness levels, the Super Circuit Lab would provide circuit weight machines and cardiovascular exercise equipment for use in personalized, professionally supervised fitness programs. To assess interest in the lab, four different populations were surveyed, including local businesses, district households, full-time WRHC faculty and staff, and WRHC students. Survey findings, based on responses from 13 of 50 businesses surveyed, 19 of 200 random households surveyed, 101 of 667 faculty and staff members, and 315 students surveyed in class, included the following: (1) if proper marketing techniques were carried out, it could be expected that 1,613 people would enroll each semester in such a center; (2) enrollment would be evenly split between community residents and students with a modest number of employees from area businesses; (3) enrollees would prefer attending 3 days per week for 20 weeks; (4) among the proposed activities, the most popular were aerobic dancing classes and swimming; (5) among the elements of the proposed super circuit lab, the most attractive were the individual physical fitness assessment and the flexibility of hours; and (6) the most important reason given by all four groups for wanting to enroll in the proposed super circuit lab was "regular routine of exercise and personal health awareness." Based on study findings, there seemed to be a large demand for the proposed physical fitness center, with a large part of this demand representing additional enrollments. The survey instruments and detailed study findings are included. (RO)

ED 271 178 JC 860 393

Campbell, Benjamin F.

Interim Final Financial Status and Project Completion Report Form for the College Reach-Out Program.

Florida Junior Coll., Jacksonville.

PUB DATE- 3 Jul 84
NOTE- 17p.; For the summary report, see JC 860 394.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); *Black Students; *College Bound Students; Community Colleges; *Educational Counseling; High School Students; Junior High School Students; *Outreach Programs; *Remedial Instruction; School Holding Power; *Student Recruitment; Two Year Colleges

Descriptive and evaluative information is provided on Florida Junior College at Jacksonville's College Reach-Out Program, which targeted junior high and high school students in an effort to increase black student enrollments at the college. Introductory sections discuss the need for the program in light of the decline in the number and percent of black student enrollments. The next sections look at criteria for identifying prospective students (e.g., those who score exceptionally well on tests, but achieve poor grades; demonstrate outstanding grades in one or more basic subject areas, but a weakness in others; or are first-generation college-aspiring students). Next, College Reach-Out activities are described, including: (1) a workshop on student identification for secondary school principals and counselors; (2) counseling and advising sessions with students and their parents; and (3) supplemental instruction in English, mathematics, reading, and the relationship between education and social/economic mobility. Sections on dissemination of results to other institutions and agencies, and cooperation received from other college units and external organizations are followed by an enumeration of project objectives and a short statement assessing the extent to which the objectives were achieved. Finally, an external evaluation of the project is presented, covering program strengths and weaknesses with respect to identification, selection, and participation of students; mathematics, reading, and writing instruction; counseling components; extracurricular activities; and overall program coordination. (EJV)

ED 271 205 PS 015 854

Kahn, Peter H., Jr.; Turiel, Elliot
Children's Conceptions of Trust.

PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Children; *Concept Formation; *Credibility; Emotional Development; *Evaluation Criteria; *Interpersonal Relationship; Moral Values; Preadolescents; *Social Development; Social Values; *Trust (Psychology); *Value Judgment

Aware that children conceive of different types of trust, a study examined 60 children's conception of trust. The subjects comprised three age groups: 6-7 years old, 8-9 years old, and 10-11 years old. Each subject was interviewed on the basis of three stories. The stories depicted a hypothesized violation of trust in a moral context (lying), social-conventional context (dress code), and psychological context (helping a friend in time of psychological need). Each story presented a hypothetical situation in which the subject played a central role. Each story-trust interview included questions pertaining to the children's (1) evaluations and justifications of the rightness or wrongness of trust violations, (2) how trust can be reestablished after it is broken, (3) how trust helps maintain children's friendships, and (4) whether trust violations result in the victim having negative feelings toward the trust violator. Within each context it was examined whether, and if so how, each trust violation would lessen feelings of friendship. Results showed that moral and psychological trust, and not social-conventional trust, were qualities that comprised criteria by which the children maintained both intimate and casual friendships. In addition, moral trust, once violated, was more difficult to re-establish than social-conventional and psychological trust. A list of references, nine tables of data, samples of stories used in the interviews, descriptions of responses, and examples of each justification category are appended. (HOD)

ED 271 221 PS 015 894

Priority '86: A Guide for Prekindergarten Education.
Texas Education Agency, Austin.
PUB DATE- 86
NOTE- 58p.
AVAILABLE FROM- Texas Education Agency, W. B. Travis Building, 1701 North Congress Avenue, Austin, TX 78701 (TEA Publication No. AD6-300-01, $1.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education Programs; *Bilingual Teachers; Curriculum Design; *Developmental Programs; *English (Second Language); Learning Centers (Classroom); *Preschool Education; *Public Schools
IDENTIFIERS- *Texas

This volume presents ideas for implementing prekindergarten programs in Texas. Published in response to state laws for prekindergarten education, it targets high-risk four-year-olds whose home environment or limited English might impede their success in school. The prekindergarten program stresses language development and developmentally appropriate activities to prepare children for kindergarten language requirements. This publication discusses the essential elements of the state curriculum: the development of communication, cognition, motor, fine arts, and social emotional skills. It presents rules for coordinating the program with existing programs like Head Start. Suggestions for classroom environments are presented, such as room selection, furnishings, and arrangement. Sample classroom floor plans are offered. The publication presents the concept of learning centers, areas of the classroom containing materials and equipment chosen to facilitate specific developmental activities. Correlation charts are provided, illustrating specific correspondences between the developmental purpose of each center and equipment required. The volume also provides much information on the requirements of limited English students, including the need for bilingual teachers and appropriate teaching materials. A bibliography on English as a second language is provided. (HOD)

ED 271 265 RC 015 822

A Guide to Native Communities in Alberta.

Alberta Dept. of Native Affairs, Edmonton.

PUB DATE- Jan 86
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *American Indian Reservations; American Indians; *Canada Natives; *Community Characteristics; Community Resources; *Community Services; Economic Development; Foreign Countries; Local Government; *Maps; Rural Population
IDENTIFIERS- *Alberta; Canada; *Metis (People)

Profiles of 83 Native communities, Indian bands, and Metis settlements in rural Alberta provide overviews of human and material resources. Included for each community are information on location, size, history, population, economic base, transportation, physical infrastructure, services, education, communications, local government, and community organizations. Communities listed are estimated to have at least 50% Native population six months of the year. Community profiles are arranged alphabetically in a standardized two-page format. An Alberta map locates each community, and maps with each profile give detailed location. (LFL)

ED 271 354   SO 017 265

American Folk Music and Folklore Recordings 1983: A Selected List.

Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- 84
NOTE- 13p.; For the 1984 list, see SO 017 264.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Black Culture; Discographies; *Folk Culture; *Jazz; *Modernism; *Music; *Popular Culture
IDENTIFIERS- *Library of Congress

Recognizing the need to inform the public about newly issued folk recordings and audio tapes, the American Folklife Center of the Library of Congress initiates this annual list of selected titles, chosen by a panel of distinguished experts from a compilation of 1983 releases prepared by the Center staff. Although not a comprehensive list, it is intended to provide a usable guide to important resources for educators, librarians, and all those interested in currently available sound recordings of American Folk music and traditional verbal arts. The titles listed here feature cultural traditions found within the United States, emphasize "root traditions" over popular adaptations of traditional materials, are conveniently available to American purchasers, and are generally well annotated with liner notes or accompanying booklets relating the recordings to their performers, their communities, genres, styles, and other pertinent information. Publishers' names and addresses of listed recordings are given, as well as major mail-order sources for folk recordings. (BZ)

ED 270 961 EC 190 213

Mank, David Michael

Maintaining Work Rate of Youth with Severe Handicaps: The Effects of Self-Management. Final Performance Report .

Oregon Univ., Eugene.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Aug 85

NOTE- 158p.; Ph.D. Dissertation, University of Oregon.

GRANT- G008430020

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- *Error Patterns; *Feedback; *Job Skills; *Self Control; *Severe Disabilities; Young Adults

The study employed self-monitoring and a strategy for self-solicitation of feedback to improve and maintain work performance in integrated job settings (two restaurants in Eugene, Oregon) with seven severely handicapped young adults. Self-monitoring procedures included counting and recording units of work completed and the amount of time spent working daily on assigned tasks. Ss were trained on a strategy for evaluating their rate of work performance on job tasks and for soliciting supervisor feedback. Analysis of task errors revealed consistent patterns of errors only on the task involving scrubbing pots and pans. Findings suggested that practitioners should establish a measurement system, create a self-monitoring system that is manageable by individual workers, establish a system for self-evaluation and self-solicitation of supervisor feedback, implement a self-solicitation procedure when a maintenance problem is present, and periodically check the accuracy of worker self-monitoring. A 17-page bibliography is appended. (CL)

FL

ED 271 008 FL 015 773

El-Halees, Yousef
Simplification and Reduction as Foreign Language Learning Strategies: Implications from Jordanian Arabs Learning English.
PUB DATE- Apr 84
NOTE- 20p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; Determiners (Languages); *Distinctive Features (Language); *English (Second Language); *Error Analysis (Language); *Error Patterns; Intonation; *Morphology (Languages); Phonology; Second Language Learning; Sentence Structure
IDENTIFIERS- Jordanian Arabs; *Reduction (Phonology); *Simplification (Language)

Certain simplification and reduction processes used by Arabs in learning English as a second language are examined, such as: (1) simplification of syllables, (2) deletion of English articles, and (3) generation of English questions by using only intonation and leaving word order intact. The study is made from the perspective of two theories of second language learning: the restructuring continuum, where the learner gradually replaces the first language features with second language features, and the developmental continuum, where the learner proceeds in the manner of a child learning the native language. The specific processes examined are: deletion of the final consonant, especially in a consonant cluster, or insertion of a vowel to break the consonant cluster; deletion of the final vowel-consonant combination, such as -ed; reduction of syllables by internal vowel deletion; reduction of an initial consonant cluster or middle abutting consonants; and deletion of a weak syllable or consonant-vowel form from a syllable. The relationship of these processes to Arabic or English structures or to interaction between them is also analyzed. The data are drawn from a 1979 error analysis study. A three-page bibliography concludes this paper. (MSE)

ED 271 109 IR 051 545

Holt, Raymond M., Ed.
Talking Buildings. A Practical Dialogue on Programming and Planning Library Buildings. Proceedings of a Building Workshop (Pasadena, CA, October 3-4, 1986).
California State Library, Sacramento.
PUB DATE- 86
NOTE- 282p.
AVAILABLE FROM- Library Services Development Bureau, California State Library, 1001 Sixth Street, Suite 300, Sacramento, CA 95814 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - General (050)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; *Facility Planning; *Library Expenditures; *Library Facilities; *Library Planning; Position Papers; Public Libraries; Space Utilization
IDENTIFIERS- *California; Library Services and Construction Act

These proceedings of a 2-day workshop held to discuss the planning and programming of library facilities construction include a number of papers and appendices that provide information on subjects not often covered in other library literature sources. Papers included in this document are: (1) "Let's Get Acquainted" (Raymond M. Holt); (2) "Putting the Planning Team Together" (Nancy R. McAdams); (3) "Putting Together the Planning Team--Case Study of Architect Selection Process" (Jane E. Light); (4) "The Architect" (Bud Oringdulph); (5) "The Interior Designer" (Marshall Brown); (6) "Turning Needs into Space Requirements" (Nancy R. McAdams); (7) "Turning Needs into Space Requirements: The Public Library" (Raymond M. Holt); (8) "A Menu for Building Programs" (Raymond M. Holt); (9) "Estimating Library Building Project Costs at an Early Stage" (David Sabsay); (10) "Financing California Public Library Buildings, 1985" (Cy Silver); (11) "Questions about LSCA (Library Services and Construction Act) Title II" (Cy Silver); (12) "Converting Program to Costs and Costs to Funding Academic Libraries" (Nancy R. McAdams); (13) "Construction Cost Estimating and Project Cash Flow" (Bud Oringdulph); (14) "Interior Planning for an Integrated Whole" (Marshall Brown); (15) "Hermit Crab Buildings: Living in Someone Else's Shell" (Bud Oringdulph); (16) "Finding Your Way through Drawings and Specifications" (Bud Oringdulph); and (17) "Speaking of Responsibilities" (Raymond M. Holt). Eighteen items that were distributed to workshop attendants are appended. (THC)

ED 271 165 JC 860 377

The Community College Reform Act of 1986: A Concept Paper.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Community Colleges; *Educational Change; Educational Finance; *Educational Legislation; Governance; Personnel Policy; *Policy Formation; *State Legislation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Designed to promote new direction, accountability, and support for California's community colleges, this concept paper outlines six major legislative initiatives that should be integrated into the Community College Reform Act of 1986. The paper urges that: (1) the mission of community colleges must be given focus, and, for the first time, priorities within the mission must be established; (2) accountability between the student and the college must be strengthened, and the concept of open access must be given new meaning through enactment of matriculation reform; (3) responsibilities must be assigned for numerous other academic, student, and personnel reforms to be implemented by agencies other than the legislature; (4) governance responsibilities of the Board of Governors and local districts must be clarified, and lines of accountability must be established through the creation of a postsecondary community college system; (5) policies pertaining to the employment of academic and administrative staff in the colleges must be reformed to make them more postsecondary in nature, by such changes as eliminating credentials, lengthening the probationary period for tenure, and establishing new policies for the employment of part-time instructors; and (6) a more accountable and flexible method for financing community colleges must be provided. The paper concludes that the state representatives must fuel the good intentions of the community colleges with a package of unmistakably clear directions so that the colleges can proceed with clarity of mission and quality programs. (RO)

ED 271 191 PS 015 425

Brownell, Celia A.; Brown, Earnestine
Toddler Peer Interaction in Relation to Cognitive Development.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
PUB DATE- Apr 85
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Ownership; *Peer Relationship; *Toddlers; Toys
IDENTIFIERS- *Decentration; Possession Negotiations; *Rule Learning; Sharing Behavior

This paper focuses on possible relations between early peer skills and developing cognitive abilities. One promising area for discovering relations between cognitive development and peer interaction appears to be related to the young child's developing ability to differentiate self from other, that is, decentration. Decentration is typically indexed by the child's representation of the agency of self versus others in pretense play, and it shows regular developments over the second year. It seems conceptually appealing to think that this growing differentiation of self and other might go hand in hand with growing skills in peer interaction over the second year. A second possible relationship between early peer developments and decentration comes from toddlers' shift from proximal, object-supported peer contacts, to distal, symbolically-mediated contacts. Third, some investigators have recently begun to study the toddler's and preschooler's understanding of rules that regulate social interaction, particularly rules regulating object exchange. Findings of preliminary observations focusing on the development of such rules among toddlers suggest that 18- and 24-month-old children begin to differentiate rules that focus on their own rights as a possessor from rules that also take into account another child's status or rights as a possessor; however, toddlers in the second half of their second year clearly do not operate altogether under shared rules. (RH)

ED 271 250 RC 015 796

Ploch, Louis A.
Economic and Occupational Aspects of Recent Inmigration to Maine.
Maine Univ., Orono. Dept. of Agricultural and Resource Economics.
PUB DATE- Mar 85
NOTE- 22p.; For a related document, see RC 015 795.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Agents; *Community Change; Economic Factors; *Employment Patterns; Family Mobility; *Migration Patterns; Place of Residence; Population Distribution; Relocation; *Rural Areas; *Urban to Rural Migration
IDENTIFIERS- Impact; *Maine

Inmigration to Maine was found to have altered population distribution, increased the proportion of younger, highly educated persons, and provided a pool of professional/managerial persons for community involvement. Data gathered from 417 persons moving into Maine during the July through December period of either 1980 or 1983 showed inmigrants to be young, highly educated, employed in upper level, white collar occupations, from large counties in the northeastern United States, and preferring to live in small towns. While the majority chose Maine for its environmental and small town attributes rather than for economic reasons, occupational choice and its correlates were seen as likely to change the social and occupational composition of Maine communities. Interrelationships between respondents' occupations and size of town in which they lived, place of work, income changes, household size, marital status, age, and education were examined and compared with data on respondents prior to their moves to Maine. Impacts of inmigration on small and rural communities are discussed from community planning perspectives. Tables throughout the text and in the appendix present survey data. (LFL)

Farber, William O.
The Impact of Reagan Federalism on South Dakota and South Dakota Government.
South Dakota Univ., Vermillion. Governmental Research Bureau.
PUB DATE- Dec 84
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Block Grants; Economic Climate; Elementary Secondary Education; *Federal Aid; *Federal State Relationship; Financial Support; Fiscal Capacity; Public Policy; *Resource Allocation; Retrenchment; Rural Areas; State Government
IDENTIFIERS- Impact; Impact Evaluation; *New Federalism; Reagan Administration; *South Dakota

This field network study is an account of how three essential features of Reagan federalism affected South Dakota government and programs from 1981-1983: (1) tightening eligibility requirements for entitlement programs to reduce costs; (2) combining 57 categorical grants into 9 block grants, which broadened program goals to permit wider state discretion in expenditure of funds and reduced reporting and other requirements; and (3) reducing the extent of federal funding (approximately 13.4% for block grant programs in 1982). Part 1 sets forth the South Dakota social, economic, political, governmental, and fiscal situation in which developments occurred. Part II presents the historical impact of the Reagan program on entitlement, operating, and capital grants and the state's chronological response. Part III analyzes in detail the state's adjustment to specific program changes including litigation, institutional and political changes, efficiency and management, strategy and mix, intergovernment relations and state centralization, and the roles of local governments, planning districts, and volunteerism. Impact on the Education Consolidation Improvement Act is included. Part IV attempts to explain why the state reacted as it did to funding changes and evaluates programs. The research methodology emphasizes fiscal impacts and the strategy employed by the state in responding to these impacts. (NEC)

ED 271 309 SE 046 663

Stephens, Walter Maxwell
Mathematical Knowledge and School Work: A Case Study of the Teaching of Developing Mathematical Processes.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 82
NOTE- 274p.; Doctoral dissertation, University of Wisconsin, Madison. A summary of this research is given in ED 231 617.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; *Cognitive Structures; Curriculum Evaluation; Elementary School Mathematics; Field Studies; Grade 1; Grade 2; Grade 3; *Interviews; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Primary Education; Social Influences; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Developing Mathematical Processes

This study considered the meaning that was given to knowing/doing mathematics in classrooms comprising the observational study conducted by the Wisconsin Center for Education Research during 1978-81. The study interprets the work of teachers and students, and considers what constitutes appropriate mathematical knowledge for children to learn. A field study was employed in two schools where revised topics of Developing Mathematical Processes (DMP) had been taught. Data were gathered from ten teachers using classroom observations and interviews. This study had access to interviews conducted after each topic had been taught. Results showed children learn not only subject matter, but also appropriate forms in which to cast knowledge. Teachers predominantly saw their role as managing efficient transfer of a body of subject matter to students, and children had limited opportunities to engage in creating and testing mathematical knowledge as a result. Teacher modification of DMP activities to meet student needs was predominantly adjustment of instructional procedures rather than content modification. Content was modified when teachers displayed a sense of ownership and control over what they were teaching. In those cases, children were helped to bring personal meaning to what had been learned. The management approach to instruction is related to a center-out model of curriculum, viewing teachers and students as consumers of knowledge. (Author/JM)

Patent Policy. Universities' Research Efforts under Public Law 96-517. Report to the Honorable Robert Dole, United States Senate.

SPONS. AGENCY- General Accounting Office, Washington, D.C.
REPORT NO.- GAO/RCED-86-93
PUB DATE- Apr 86
NOTE- 16p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (Free up to 5 copies, over 5 copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Regulation; Government Role; Government School Relationship; Higher Education; Intellectual Property; *Inventions; Laws; Legal Responsibility; *Patents; *Policy; Public Policy; Research and Development; *Research and Development Centers; Scientific Research; *Universities
IDENTIFIERS- *Patent and Trademark Amendments 1980

This report presents information on the experience of universities under the Patent and Trademark Amendments of 1980 (Public Law 96-517), and summarizes findings from annual reporting requirements of the law. The objectives of the report were to find what the perceived impact of the law had been at universities active in patent activities, find how many inventions have been disclosed, and how the universities have marketed their inventions. The time period covered was January 1, 1982 to December 31, 1984.

Information in the report is from 19 universities representing a broad mix, but is not necessarily representative and generalizable to all universities. Information was collected by interviewing patent management administrators at the universities, patent officials at two management firms, and representatives from a nonprofit organization representing about 400 patent administrators from various colleges and universities throughout the country. Appendix I contains detailed information on the objectives, scope, and methodology. Some findings include: (1) inventions are more commercial and university and private enterprise collaboration has increased; (2) patent applications by universities have increased; (3) few patents produce sizeable royalty income; (4) university patent policies have been revised, updated, or adopted; and (5) institutions have their own formula for royalties paid to inventors. (JM)

ED 271 338 SO 017 208

Arena, Lydia E., Ed.
Manhattan College Center for Professional Ethics Report, Fall 1984.
Manhattan Coll., Bronx, N.Y.
PUB DATE- 84
NOTE- 7p.; For other reports in this series, see SO 017 209-210.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Codes of Ethics; Educational Needs; Ethical Instruction; *Ethics; Higher Education; Integrity; Moral Development; Moral Values; Professional Development
IDENTIFIERS- *Business Ethics; *Professional Ethics

Published once each semester by Manhattan College (New York), the report serves as a resource for faculty and students as they deal with professional ethical dilemmas and conflicts in their course work and work lives. An insert in this introductory issue provides a formal statement of the Center for Professional Ethics' purpose and concerns, which include not only ethical problems arising within specific professions but also broader value questions related to justice, the public good, and the nature of economic systems, as well as the enduring questions of meaning and purpose for the individual and society. The lead article, a case study of an actual ethical conflict encountered in the workplace, serves as a concrete illustration of the Center's aims and resources. The issue also contains three biographical sketches of Center staff, an announcement of a computer ethics workshop, and a calendar of Fall, 1984 events. A brief editorial invites input and participation from members of the college community. (TRS)

ED 271 025 FL 015 793

Davis, Ann M.; And Others

Guidelines for Teaching Pre/Non-Literate Speakers of Other Languages, Grades 4-8.

Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE- 84
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adjustment (to Environment); Classroom Techniques; *Daily Living Skills; Elementary Secondary Education; *English (Second Language); *Illiteracy; Intellectual Disciplines; *Limited English Speaking; Listening Skills; Second Language Instruction; Social Adjustment; Speech Skills; Student Adjustment; Teacher Student Relationship; Teaching Guides; *Teaching Methods; Writing Skills

A handbook for teachers of English as a second language (ESL) and content area teachers in grades 4-8 working with non-literate and preliterate students is designed to facilitate their entry into ESL instruction and mainstreaming into the regular school program. The handbook contains intensive, sequential guidelines for instruction in basic listening, speaking, and prewriting skills in six units covering: student orientation and survival skills (content area listening, oral participation, reading, and writing), classroom and school orientation (safety and everyday greetings), letter and number systems (spatial relationships and qualities, American monetary system), cultural environment (body parts, health and daily routines, food, time expressions), home and family environment (family members, residences and rooms), and natural environment (calendars, seasons, weather, clothing). Suggested activities and materials for presenting content area concepts are appended. (MSE)

ED 271 040 HE 019 401

Fassiotto, Michael E.
The Merit of Merit: Notes on the Arguments for and Against Merit Systems.
PUB DATE- 86
NOTE- 25p.; A draft version of this paper was presented to the Faculty Senate of Chaminade University of Honolulu.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Employment Practices; Evaluation Criteria; Faculty Evaluation; Higher Education; *Incentives; *Merit Pay; *Personnel Policy; *Recognition (Achievement); *Teacher Salaries

The types of merit pay increments and arguments for and against merit increments are reviewed, along with important variables a college should address when considering merit increments. The least common system at colleges and universities today is that of determining the entire faculty salary on the basis of merit. Most common at the university level is the merit increase that is combined with cost-of-living increments (COLA). In this system all faculty members receive a salary increase and those recognized as meritorious receive an additional increase. The greatest difficulty with this system is in determining the percentages of the increases of the COLA and merit raises. Another merit system complements salary increases by yearly percentage of bonus increases. Arguments in favor of merit increments suggest that merit is both a reward and incentive for excellence. Arguments against merit increases make the case that measuring instruments do not evaluate quality, merit evaluators are too subjective, and fair merit systems are difficult to develop. Additional considerations that are important to the success of such a system are: the amount of the faculty's base salary in comparison to similar colleges, the relationship of the faculty to the college's administration, and the profitability of spending the necessary time and energy to conduct an evaluation. A 23-item reference list is appended. (SW)

ED 271 054 HE 019 415

Ash, Barbara F.
Non-Traditional Education: Modalities and Implications for Higher Education.
PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; Correspondence Study; *Distance Education; Educational Change; *Educational Technology; Experiential Learning; Higher Education; *Independent Study; *Individualized Instruction; Multimedia Instruction; *Nontraditional Education; Performance Contracts; Programed Instruction

Nontraditional approaches in higher education are discussed, with attention to: (1) economic and philosophical reasons for nontraditional education; (2) future thrusts; (3) nontraditional instructional modalities; and (4) the implications for higher education of the extensive use of nontraditional approaches. It is suggested that nontraditional education helps students to learn on their own and is vital in the concept of lifelong learning. Nontraditional modalities include: videocassettes and videotapes, Community Antenna Television (CATV), individualized instruction, programmed instruction, audio-tutorial method, Keller Plan or Personalized System of Instruction, independent study, learning contracts, experiential learning, and correspondence courses using radio, television, and newspapers. Implications include: new media need to be considered as colleges modernize and plan their facilities; budgeting for new technologies is an important concern; institutional accrediting agencies may have to undergo changes in philosophy and evaluation methods; higher education may begin to change the present credit and degree systems; professional roles will change as a result of efforts to individualize instruction; and colleges may need to re-examine current admissions procedures. A 28-item bibliography is appended. (SW)

ED 271 068 HE 019 449

Krakower, Jack Y.; Zammuto, Raymond F.
A Report on the Retrenchment Activities of Colleges and Universities.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 83p.
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,

Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; College Administration; *Declining Enrollment; Financial Policy; *Financial Problems; *Higher Education; *Policy Formation; Problem Solving; Questionnaires; Resource Allocation; *Retrenchment; School Surveys

Responses of colleges and universities to declining revenues and enrollments were investigated, based on a 1983 survey of 334 four-year institutions. Scalogram analysis was employed to determine whether there was a hierarchy of institutional responses to enrollment/revenue decline and whether declining and nondeclining institutions can be differentiated on the basis of their actions. Also considered was whether there were natural groupings of institutional responses to declining enrollments and revenues. The degree of association between cutback actions and the pattern of association between different retrenchment activities were assessed using factor analysis. Correlation analysis was used to examine differences between respondents' perceptions of institutional environments, form and functioning, and outcomes in declining and nondeclining institutions. Finally, regression analysis considered the extent to which institutions engaged in across-the-board versus selective cuts as they experienced declining revenues, and the extent to which resources were reallocated among different areas of institutional operations. No implicit hierarchy of response that reflected the severity of decline was found. Additional findings are presented, along with study questionnaires. (SW)

ED 271 082 HE 019 465

Non-Credit Instructional Activities, July 1, 1985 through December 31, 1985, with Trend Information for 1983, 1984 and 1985. State University of New York. Office of Institutional Research Report No. 20-86.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

PUB DATE- Jul 86
NOTE- 417p.; For two earlier reports, see ED 265 768 and ED 262 717.
AVAILABLE FROM- Office of Institutional Research, State University of New York, University Plaza, New York, NY 12246
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *College Instruction; Conferences; *Continuing Education; Financial Support; Higher Education; Institutes (Training Programs); Intellectual Disciplines; *Noncredit Courses; *State Universities; Student Characteristics; Teacher Characteristics; *Workshops
IDENTIFIERS- *State University of New York

Information on noncredit instructional activities at the State University of New York (SUNY) is presented, based on the biannual Survey of Noncredit Instructional Activities. These noncredit instructional activities require registration of participants and have a range of formats (e.g., courses, workshops, seminars, conferences, institutes). The activities are typically organized and administered by offices of continuing education, community service, adult education, innovative studies, and extension services. Included are summary reports for July 1, 1985 through December 31, 1985 on the number of noncredit activities and registrations by six categories: subject area, target clientele, organizing unit, instructional type (e.g., workshop, course), faculty status, and funding source. In addition, trend reports summarize the number of noncredit activities and registrations for 1983, 1984, and 1985. All noncredit courses offered at SUNY institutions are listed by subject area. Noncredit course system definitions are included, along with an explanation of codes used in the survey. The names and numbers of SUNY reports on noncredit offerings are also identified. (SW)

ED 271 125 IR 051 563

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.

ERIC Clearinghouse Publications, 1985. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1985.

ERIC Processing and Reference Facility, Bethesda, Md.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 86
NOTE- 72p.; For the 1984 edition, see ED 261 711.
CONTRACT- 400-81-0003
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; *State of the Art Reviews

IDENTIFIERS- Educational Information; *ERIC

A broad range of education-related topics are addressed in this annotated bibliography, which presents citations and abstracts for 176 publications produced by the 16 ERIC Clearinghouses in 1985. An introduction explains the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1985) shows the number of documents included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Languages and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes for subject, author, and institution are provided. A listing of ERIC Digests, i.e., short user-oriented reference sheets formerly called Fact Sheets or Short Reports, is also provided for 1985. (THC)

ED 271 152 JC 860 358

Blanchard, Bryan
A Unifying Theme for General Education in Community Colleges.

PUB DATE- Mar 84
NOTE- 8p.; Paper presented at the National Workshop on General Education and the Mission of the Community College (Princeton, NJ, March 29-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; College Faculty; *Community Colleges; *Curriculum Development; Delphi Technique; *Educational Improvement; Educational Objectives; Educational Trends; *General Education; *Teacher Attitudes; Two Year Colleges

National attention is currently focusing on the issue of general education in American colleges and universities, bringing to light the need for a unifying purpose and idea. Evidence such as declining test scores, grade inflation, and employer criticisms of college graduates have prompted public laments by academics themselves about the erosion of standards. It has become necessary for institutions to review the needs of their students and their own capacity to satisfy those needs. Using the Delphi Technique to survey its faculty, the Community College of Rhode Island (CCRI) conducted such a review. Faculty responses to the question, "What knowledge, skills, habits, and/or other attributes of mind or behavior best characterize a well-educated person in today's society?" were synthesized into 111 statements, which were formulated and distributed as a questionnaire to faculty and Student Affairs staff. Faculty indicated that essential attributes included such critical thinking and reasoning skills as "knows how to learn," "is able to bring reason to bear in the solution of problems," "exhibits intellectual curiosity," "assumes responsibility for his own behavior," and "possesses an open, receptive mind." Such characteristics can be developed through either traditional arts and sciences courses or occupational subjects, with good teaching serving as the key in any discipline. (EJV)

ED 271 237 RC 015 740

Pitts, Ilse M.; And Others
Tool School. Review Software for Basic CHOICE. CHOICE (Challenging Options in Career Education).
Mid-Hudson Migrant Education Center, New Paltz, NY.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 85
NOTE- 19p.; For related documents, see RC 015 737-741.
AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; *Computer Assisted Instruction; *Courseware; Educational Objectives; Flow Charts; Learning Activities; *Migrant Education; *Occupational Information; Primary Education; Programed Instructional Materials; Teaching Guides
IDENTIFIERS- Apple (Computer); *CHOICE (Career Education Curriculum)
CHOICE Tool School is an Apple computer software program designed to reinforce job and role information presented to primary-aged migrant students in the Basic Job and Role activity folders and workbooks. Learners must decide if randomly displayed tools are or are not used by the worker selected for the game theme. Learners may choose the level of difficulty (picture format or picture/word format) and use the disks independently. When each player has made eight decisions, a winner is declared and a summary of each learner's attempts is provided. Each time disks are used, random arrangement of tools creates a new challenge. Objectives of the program are to reinforce career concepts, identify tools related to particular workers, recognize symbols as representations of concepts, recognize graphic representations of objects, recognize words as representations of objects, reinforce tool and worker vocabulary, practice basic computer keyboard manipulation, and develop computer awareness through computer assisted instruction. This teacher software manual details hardware requirements, backup copy procedures, student learning objectives, use of the program as a tutorial or in a classroom setting, step-by-step directions for using the program, instructions for turning the sound on or off, and a program outline and flow chart. (NEC)

ED 271 266 RC 015 823

Ward, Annette A.; Murray, Leigh W.
Factors Affecting Performance of New Mexico High School Students.
PUB DATE- 23 Oct 85
NOTE- 10p.; Paper presented at the meeting of the Rocky Mountain Educational Research Association (Las Cruces, NM, October 23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Consumer Education; Demography; Differences; Ethnic Origins; High Schools; High School Students; *Home Economics; Institutional Characteristics; Instructional Program Divisions; *Performance Factors; Rural Urban Differences; Scores; Sex; *Standardized Tests; State Programs; Student Characteristics; *Test Interpretation; *Test Results
IDENTIFIERS- *New Mexico

This research examined student demographic (gender, ethnicity, grades, and previous home economics experience) and geographic (rural/urban school locale and individual school) factors that may be related to performance on a statewide New Mexico achievement test under development in the home economics subject matter area of consumer education and resource management. Subjects were 375 high school students--from 18 different schools in New Mexico--who completed the test instrument in spring 1984. Comparisons of the means of the test scores indicated significant differences only with respect to student ethnic origin and individual schools. These results implied that specific groups of students may benefit from additional instruction in consumer education and resource management topics prior to testing. Findings also indicated initial remedial assistance must be implemented on a school-by-school basis, and test results may not provide a valid comparison of student differences but only that of school differences. The study concluded that the value of ascertaining student performance on state-mandated tests can be most useful in making public school educational policy decisions and that knowledge of the effect of student characteristics would enable administrators to recognize the kind and amount of confidence they could place in the test results. (NEC)

ED 271 293 SE 046 647

Hurd, Paul DeHart
Issues in Linking Research to Science Teaching. Information Bulletin No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 6p.; Text from a paper presented at the Annual Meeting of the National Science Teachers Association (34th, San Francisco, CA, March 26-29, 1986).
AVAILABLE FROM- SMEAC, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (Price $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Speeches, Conference Papers,

"Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Elementary School Science; Elementary Secondary Education; *Opinion Papers; *Science and Society; Science Curriculum; Science Education; *Science Education History; *Science Instruction; Science Teachers; *Secondary School Science; Speeches; Technology
IDENTIFIERS- *Research Priorities; Science Education Research

This information bulletin examines research and practice issues considered critical in resolving the crisis in science education. Analyses are presented of (1) the current reform movement in science education, (2) the changing culture of science, (3) science education research, (4) the rise of the cognitive sciences, (5) science teachers and research, and (6) the issues of science education research. Hurd suggested that a new vision of science education must be developed, implemented, and validated in ways that will be in harmony with the current status of society. A listing of the major issues in science education and explanations of their impact are also included. (ML)

ED 271 355 SO 017 268

Whiteman, Darrell L., Ed.
Missionaries, Anthropologists, and Cultural Change Part I . Studies in Third World Societies. Publication Number Twenty-Five.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- 85
NOTE- 435p.; For part II of this study, see SO 017 295. For other studies in this series, see ED 251 334 and SO 017 296-297.
AVAILABLE FROM- Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 32185 ($20.00; $35.00 set).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Anthropology; *Clergy; Cross Cultural Studies; Cultural Influences; Cultural Pluralism; Culture Conflict; Developed Nations; *Developing Nations; Ethnography; Ethnology; *Global Approach; Modernization; Non Western Civilization; Poverty; Religious Differences; Religious Organizations; *Sociocultural Patterns; Socioeconomic Influences; Traditionalism; World Problems
IDENTIFIERS- *Missionaries

The topics of anthropologist-missionary relationships, theology and missiology, research methods and missionary contributions to ethnology, and missionary training and methods, along with specific case studies are presented. The 13 essays are: (1) "Prospects for a Better Understanding and Closer Cooperation between Anthropologists and Missionaries" (Louis J. Luzbetak); (2) "Anthropologists and Missionaries: Eternal Enemies or Colleagues in Disguise?" (Vinson H. Sutlive, Jr.); (3) "Parallaxis in Missiology: To Use or Abuse" (A. R. Tippett); (4) "Missionaries and the Perception of Evil" (Kenelm Burridge); (5) "Inculturation and Evangelisation: Realism or Romanticism?" (Gerald A. Arbuckle); (6) "A Missionary Philosophy of Development" (T. Wayne Dye); (7) "Developing Moralnets: Twenty-five Years of Culture Change among the Choco" (Jacob A. Loewen); (8) "Missionaries and Mourning: Continuity and Change in the Death Ceremonies of a Melanesian People" (John Barker); (9) "The Use of Missionary Documents in Ethnohistorical Research" (Darrell L. Whitman); (10) "Called for Life: The Literary Contribution of Edward M. Haymaker to an Ethnohistory of Protestant Missionary Ideology, Guatemala, 1887-1947" (David G. Scotchmer); (11) "Ethnology and Missionaries: The Case of the Anthropos Institute and Wilhelm Schmidt" (Ernest Brandewie); (12) "The Missionary as Cross-Cultural Educator" (Marvin K. Mayers); and (13) "Teaching Missionaires through Stories: The Anthropological Analysis of Indigenous Literature as an Aspect of a Cross-Cultural Orientation Program" (Miriam Adeney). (BZ)

ED 270 977 FL 015 738

Buteau, Magdelhayne F.; And Others

Evaluation of the French as a Second Language Programs of the Eastern Townships School Board.
McGill Univ., Montreal (Quebec). Faculty of Education.
PUB DATE- Dec 85
NOTE- 78p.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); Educational Objectives; Educational Philosophy; Elementary Secondary Education; Foreign Countries; *French; Grouping (Instructional Purposes); *Instructional Materials; *Program Development; Program Effectiveness; Questionnaires; Research Needs; *Second Language Programs; Staff Utilization; Student Placement; *Teacher Attitudes
IDENTIFIERS- Eastern Townships School Board PQ

An evaluation is reported of the elementary and secondary program in French as a second language in a Quebec school district. The objectives of the evaluative study were to learn the goals and philosophy underlying the existing programs, examine the teaching materials used at each level, have consultants evaluate the teaching situation, survey the program teachers for their perceptions, and make formal recommendations for program and instructional improvement. Data were gathered through individual interviews with administrators and teachers, classroom observation, and analysis of printed planning and curriculum materials. The report outlines the evaluation process, describes the findings, summarizes the teacher survey results, and makes a series of problem statements and recommendations concerning objectives and philosophy, articulation, instructional materials, student placement, staff skills development, student grouping, coordination with cooperative education, staff utilization, bilingual kindergarten, and longitudinal research. The full report is presented in both English and French. (MSE)

ED 270 992 FL 015 756

Di Pietro, Robert J.
Scenario Discourse: Its Contribution to L2 Acquisition.
PUB DATE- 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Communication Skills; *Communicative Competence (Languages); *English (Second Language); Higher Education; *Interpersonal Communication; Introductory Courses; Problem Solving; *Role Playing; Second Language Instruction; Skill Development; *Speech Communication
IDENTIFIERS- *Strategic Interaction Method; University of Delaware

Two scenarios dealing with the themes of schedule conflict and mistaken identity were performed by a class of beginning students of English as a second language at the University of Delaware. The class was divided into groups of five or six students; each group was assigned either Role A or Role B of one of the two scenarios. As in standard Strategic Interaction (SI) procedure, each group was allowed to know only the information written on its role card. The purpose of the exercise was to obtain greater insight into how SI activities contribute to the learning process. Comparison of the two performances revealed significant differences in the use of communication strategies and in control of vocabulary and the mechanisms of conversational management. Five features of the discourse were observed: use of communication strategies, consultation with supporting groups, control over target-language vocabulary, strategic interplay, and strategic conversational mechanisms. It was found that while the students abandoned communication strategies as they became more confident with the target language, they did not necessarily give up their interactive intentions. (MSE)

ED 271 096 IR 012 173

Gerbner, George; And Others
Television Entertainment and Viewers' Conceptions of Science.

Pennsylvania Univ., Philadelphia. Annenberg School of Communications.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jul 85
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Interviews; Programing (Broadcast); Questionnaires; Science Interests; *Sciences; Scientific and Technical Information; *Surveys; Tables (Data); Technological Advancement; Technology; *Television Research; *Television Viewing

This study of the role of television in the presentation and cultivation of public conceptions of science and technology investigated these issues: (1) the types of representation and information about scientists, science, and technology that are embedded in television programs; (2) types of images and beliefs about science that television tends to cultivate in different groups of viewers; (3) levels of scientific interest and information associated with television watching in different groups of viewers; (4) public policy conceptions and attitudes toward science cultivated by television; and (5) how the reading of science magazines and viewing of science documentaries modify television's contributions to conceptions of science. A message system analysis performed on a sample of prime-time dramatic programs broadcast between 1973 and 1983 revealed that, if medicine is included, the images of science and technology appear in 7 out of every 10 of these programs, and that, in addition to news and occasional documentaries, the average prime-time viewer will see 11 doctors and one or two other scientists each week. The results of a national telephone survey of adults (N=1,643) indicate that heavy watchers of television have less favorable attitudes toward science than those who watch television less, especially in groups whose light viewers are the most favorable (such as those who went to college); television viewing is associated with a less positive adults (N=1,643) view of scientists and new technologies; and heavy viewers show more willingness to place restrictions on science and evidence the opinion that scientists are odd and peculiar. While television appears to inhibit interest in science among the best informed, it also reduced the amount the most interested think they know. A list of references is provided, as well as extensive appendices, which contain 40 data tables, 23 figures, a description of the research methodology, and a sample survey instrument. (JB)

ED 271 179 JC 860 394

Armstrong-West, Suzan

College Reach-Out Program: Summative Evaluation.
Florida Junior Coll., Jacksonville.
PUB DATE- Jun 85
NOTE- 18p.; For the interim report, see JC 860 393.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Articulation (Education); *Black Students; *College Bound Students; Community Colleges; *Educational Counseling; High School Students; Junior High School Students; *Outreach Programs; Program Evaluation; *Remedial Instruction; School Holding Power; *Student Recruitment; Two Year Colleges

Drawing from evaluations submitted by staff, students, and parents, this report assesses Florida Junior College (FJC) at Jacksonville's College Reach-Out Program, a student recruitment effort focusing on increasing enrollment from predominately black high schools and junior high schools, in terms of the project's 11 performance objectives: (1) program publicity; (2) identification of targeted students; (3) non-academic skills assessment; (4) academic skills assessment; (5) academic components; (6) individual summary evaluations; (7) counseling and advice on college entrance; (8) workshops for parents; (9) role models; (10) cultural and recreational activities; and (11) program evaluation by students, parents, and project staff. A summary section addresses overall program administration and structure, including recommendations for program improvement, focusing on increased coordination and planning among different components of College Reach-Out and other retention programs at FJC; adjustments to the program calendar and schedule; and incorporation of some additional elements to increase student and staff motivation. (EJV)

ED 271 206 PS 015 863

Linder, Ronald
Architectural Considerations for an Educational Research Center for Child Development (ERCCD).

PUB DATE- 14 Nov 85
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architectural Programing; Architecture; *Building Design; *Classroom Design; *Design Requirements; Naturalistic Observation; Postsecondary Education; *Space Utilization; *Structural Elements (Construction)
IDENTIFIERS- Architect Role

Architectural considerations and recommendations to facilitate the work of an Educational Research Center for Child Development are presented. The purposes of the center are to demonstrate model programs for children, train student and child development professionals, and facilitate and disseminate research on young children. Program demonstrations could be facilitated by the construction of observation areas such as open decks and classrooms equipped with one-way glass with appropriate classroom design and furnishings. Training of students and professionals could be aided by construction of tutoring rooms for individual and small-group activities and a combined seminar room/library outfitted with movie screens, video equipment, and a one-way window to provide a view of the demonstration room. Since the center functions as a research facility, microphones and audio equipment could be permanently installed in classrooms to monitor children's speech. Other suggestions concern the design of office space, lounges, and reception areas and of nursing, laundry, and kitchen facilities to meet the special needs of children. Also discussed are building location, access for the handicapped, and provision for future expansion. (DR)

ED 271 222 PS 015 895

Chletsos, Peter N.
An Application of Vygotsky's Theory to Children's Awareness of Inconsistencies.
PUB DATE- May 86
NOTE- 43p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Ability; Elementary Education; *Elementary School Students; Grade 3; Grade 6; *Interpersonal Relationship; *Listening Comprehension Tests; *Problem Solving; Reading Achievement
IDENTIFIERS- *Inconsistency; Self Regulation; Vygotsky (Lev S); Wertsch (J V)

This research study used Vygotsky's (1978) "zone of proximal development" and Wertsch's (1979) "levels of social interaction" as an alternative to Markham's method for describing a child's awareness of implicit inconsistencies in an essay. Two different essays with implicit inconsistencies were read to 30 third-grade and 30 sixth-grade students in a New Jersey elementary school, who were randomly selected from children falling within one of three reading achievement levels. Results supported the hypothesis that the student's level of social interaction varied with the grade level. Sixth graders tended to function independently, while third graders needed adult directives to complete the task. An analysis of the sequence of essay presentation indicated that the student's level of social interaction on the second essay was dependent upon the student's level on the first essay, regardless of essay content. Reading achievement level was not associated with the level of social interaction. Results are discussed in relation to two of Vygotsky's themes: inter- and intra-psychological functioning and zone of proximal development. A two-page list of references and tables of statistical data are appended. (Author/RH)

ED 271 280 RC 015 849

Smith, Russell L.

Economic Development Strategies for Nonmetropolitan Areas. Occasional Papers Series No. 85-1.

South Dakota Univ., Vermillion. Governmental Research Bureau.

PUB DATE- Feb 85

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Change Strategies; Community Benefits; Community Development; *Community Involvement; *Economic Development; Industrialization; Local Issues; *Policy Formation; *Program Implementation; Rural Areas; *Rural Development; Rural Economics; Rural Urban Differences

IDENTIFIERS- Interdependence; Policy Analysis; Policy Makers

Rural economic development presents a paradox of growth in population and jobs without corresponding improvement in local economic well-being. Four forces may impede nonmetropolitan development efforts. Growth of multiestablishment corporations makes traditional regional economic development models unrealistic. Rural industrialization is socially, politically, and economically dependent on metropolitan areas. Industry location trends have little to do with rural economic development efforts. Economic impacts of nonmetropolitan industrialization are neither as universal nor as positive as believed. Strategies for successful rural economic development include maximizing local economic linkages such as local purchasing and hiring, encouraging local entrepreneurship, capitalizing on development spinoffs by attracting industries which draw on established local services and products, minimizing direct public subsidies of new industry, and assessing community financial impacts of development proposals. Implications of development impediments and strategies for policy planning are discussed. A four-page reference list is provided. (LFL)

ED 270 962 FL 015 552

Foster, David William
Le Indeterminacy in Spanish.
PUB DATE Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (New York, NY, November 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case (Grammar); *Morphology (Languages); *Pronouns; *Sociolinguistics; *Spanish; Structural Analysis (Linguistics); *Syntax
IDENTIFIERS- *Referents (Linguistics)

The standard treatment of object pronouns in Latin American Spanish assigns a direct-object function to "lo" and "la" and an indirect-object function to "le." This study challenges this descriptive attribution in light of the contradictory and refractory evidence in Spanish morphosyntax. It is suggested that more detailed research, especially sociolinguistic research relating to Latin American Spanish, might approach the analysis differently. The forms of "le" indeterminacy that seem not to conform to the standard treatment include: cases in which "le" appears as a sociolinguistically determined substitution for "lo," the form standard explanations would dictate; pattern conformity; and structures involving ambiguity or semantic overlapping in addition to these patterns. An alternative analysis viewing certain verbs as homonymic predicates, either communicative (of the "decir" class) or agentive (of the "hacer" class), is proposed and illustrated, and it is suggested that structural symmetry is a confounding pressure in these cases. It is also proposed that "le" functions as an unmarked third-person pronoun and grammatically acceptable compromise. (MSE)

ED 271 009 FL 015 774

Younes, Munther A.
The Stressing of Final Superheavy Syllables by Saudi Learners of English: Implications for the Contrastive Analysis Hypothesis.
PUB DATE- Apr 84
NOTE- 15p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; *Contrastive Linguistics; *English (Second Language); *Linguistic Theory; Morphology (Languages); Second Language Learning; *Stress (Phonology); Structural Analysis (Linguistics); *Syllables

After a discussion of the Arabic stress rules, an experiment is described which looked at two questions: (1) how consistent Saudi students of English as a second language (ESL) are in avoiding the assignment of stress to English final syllables with a consonant-vowel-consonant-consonant (CVCC) configuration, where Arabic stress rules agree with English stress rules; and (2) how this linguistic behavior bears upon the Contrastive Analysis (CA) Hypothesis. For the study two groups of third and fourth year ESL students in a Saudi university were asked to read 33 nonsense words which had English sounds and typical English syllable structure. Stress errors generally were found to be due to interference between Arabic and English, that is, the students transferred the Arabic rule to English, with the exception of the CVCC pattern. Their CVCC errors did not follow the Arabic stress rule, even though in this case it could be transferred to English. The consistency of this pronunciation pattern is cited as a counterexample to the CA Hypothesis. Two explanations are offered, one based on the syllable structure of CVCC sequences in Arabic and one based on morphological structure. (MSE)

ED 271 110 IR 051 546

Duffy, Thomas; And Others
Technology Transfer of a Reading Skill Improvement Program for the National Commission on Libraries and Information Science (NCLIS). Technology Transfer Report.
Army Human Engineering Lab., Aberdeen, Md.
PUB DATE- Dec 85
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; *Computer Assisted Instruction; Interviews; *Literacy Education; Media Adaptation; *Microcomputers; Program Evaluation; Questionnaires; *Reading Skills; Student Attitudes; Teacher Attitudes; *Technology Transfer; Tutorial Programs; Tutors
IDENTIFIERS- *National Commission Libraries Information Science

A program referred to as Language Skills Computer Assisted Instruction (LaSCAI) was chosen to assist volunteer tutors in improving the reading skills of adults. The program was demonstrated at two libraries--one rural and one urban--and an evaluation was completed to determine its applicability in enhancing the on-going tutoring programs at these sites. Prior evaluations had shown that LaSCAI does improve functional reading ability, so the main focus of the library demonstrations was to determine the value that the tutors and students placed on the LaSCAI program. The qualitative evaluations consisted of pre- and post-interviews with students and tutors to reveal their attitudes toward literacy, tutoring, computers, and the LaSCAI program in general. Results of this evaluation indicate that the program should be very successful when integrated properly into the adult literacy programs in current use in libraries. Specific conclusions are: (1) the LaSCAI program can be used to advantage in a library setting using microcomputers and volunteer tutors to raise the reading level and increase the literacy retention of adult students; (2) a certain amount of program modification, revision, and documentation is still required to extend this program to other libraries without extensive personnel support; and (3) a single source is needed to administer the application of this program for other libraries, to serve as a clearinghouse for subject matter prepared on disks, and to obtain resources and direct continuing research and development needed to improve and expand the use of the program. (Author/THC)

ED 271 139 JC 860 343

Kangas, Jon Alan

Academic Standards and Matriculation: A Summary of Practices in California Community Colleges. Part I of III.

Learning Assessment Retention Consortium of the California Community Colleges.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 15 Nov 85

NOTE- 26p.; Developed under a Fund for the Improvement of Instruction grant. For related documents, see JC 860 344-345.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Standards; *Admissions Counseling; *College Admission; *Community Colleges; Degree Requirements; Educational Testing; *Graduation Requirements; Minimum Competencies; *School Policy; State Surveys; Student Evaluation; Student Personnel Services; Two Year Colleges

IDENTIFIERS- *California

The Learning Assessment Retention Consortium of the California Community Colleges distributed two questionnaires to all 108 California community colleges to determine practices related to academic standards and matriculation. Study findings, based on responses from 68 colleges to the academic standards survey and 70 colleges to the matriculation survey, included the following: (1) 76% of the responding colleges referred students with limited English skills to adult education; (2) 65% required assessment of all day and evening students; (3) 22% used reading and/or writing and/or math skills proficiencies as prerequisites for vocational courses, and 26% used them for baccalaureate courses; (4) many responding community colleges had implemented elements of the 1984 Matriculation Plan for California Community Colleges (MPCCC) without state funding; and (5) the most common difficulties in implementing the MPCCC were insufficient counseling staff to see all new students and implement the full follow-up process outlined in the MPCCC; insufficient computerization; lack of a computerized matriculation database and research staff; and lack of sufficient staff for assessment, orientations, and counseling contacts for all new students. The study report includes a commentary on the area of legislation affecting the implementation of academic standards; composite profiles of a typical community college and highly, moderately, and less involved colleges based on their involvement in academic standards; and an assessment of the implementation of each component of the MPCCC. (RO)

Diener, Thomas
Growth of an American Invention: A Documentary History of the Junior and Community College Movement. Contributions to the Study of Education, Number 16.
REPORT NO.- ISBN-0-313-24993-8
PUB DATE- 86
NOTE- 249p.
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Westport, CT 06881 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Access to Education; *College Role; *Community Colleges; *Educational Development; *Educational History; Educational Objectives; *Educational Trends; Foreign Students; Futures (of Society); Primary Sources; Transfer Policy; *Two Year Colleges; Vocational Education

Selected documents representing major stages and issues in the development of the American community college are presented in this compilation in a largely chronological format. First, an introductory essay traces the development of the American two-year college, looking at the social forces which led to the establishment of the first junior colleges, the characteristics of these institutions, and their evolution into today's community colleges. Part 1 presents historical materials offering a portrait of higher education in the 19th century. Part 2 contains materials related to early junior college developments, including essays by William Rainey Harper, A. F. Lange, P. P. Claxton, and Leonard V. Koos, as well as a summary of an early national study of the junior college by Floyd M. McDowell. In part 3, the effects of the depression on the junior college, post-World War II federal interest in the institution, and the emergence of a new concept and form of the junior college--the community college--are documented. Finally, part 4 offers a selection of materials on issues that have recurred throughout the history of the two-year college, including educational access, international students, the college transfer function, the ideology of the community college, the terminal student, vocational education, and visions of the future. A brief bibliographic essay is included. (AYC)

ED 271 192 PS 015 426

Brownell, Celia A.; Nay, Richard
Combinatorial Skills: Converging Developments Over the Second Year.
PUB DATE- Apr 83
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Detroit, MI, April 21-24, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Cognitive Processes; *Difficulty Level; *Imitation; Individual Development; *Interpersonal Competence; Peer Relationship; Play; Pretend Play; *Toddlers
IDENTIFIERS- *Combinatorial Skills; Familiarity
Development of toddlers' combinatorial skills was examined in the domains of object manipulation, symbolic play, motor imitation, language, and peer interaction. Additionally, task demands that might produce variations in age-related patterns within or between domains were examined. Data were collected in free play sessions and during structured imitation task performances from children ranging in age from 18 to 22 months and 24 to 30 months, who participated in three 15-minute sessions. Imitation items were simple combinations of two or more discrete behaviors and were distinguished within domains on the basis of familiarity, number of components, and whether a single scheme or multiple schemes were used. Findings indicated that older children produced more complex language, more complex peer social overtures, and more combinations than did younger children. These data are discussed in terms of developmental correspondences in combinatorial skills, with emphasis on peer social skills. Regarding task demands, children at both ages produced more combinations in manipulative and symbolic play than in social and motor play. Across domains, differences were found between two- and three-component combinations. More single- than multi-scheme and more familiar than unfamiliar combinations were successfully imitated. These results are discussed in terms of toddlers' processing limitations and development, and research needs. (Author/RH)

ED 271 251 RC 015 798

Valencia, Richard R.
Understanding School Closures: Discriminatory Impact on Chicano and Black Students. Policy Research Monograph No. 1.
Stanford Univ., CA. Stanford Center for Chicano Research.
PUB DATE- Oct 84
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Blacks; *Court Litigation; *Declining Enrollment; *Educational Discrimination; Equal Education; Mexican Americans; Minority Groups; Parent Grievances; Parent School Relationship; *Racial Discrimination; *School Closing; School District Reorganization; Secondary Education
IDENTIFIERS- Arizona (Phoenix); *Castro v Phoenix Union High School District 210; Chicanos; Impact; Intent to Discriminate; *Phoenix Union High School District AZ

The monograph covers the background, progress, and outcome of the "Castro case," a racial discrimination lawsuit filed in 1982 by a group of Chicano and Black parents and their children against the Phoenix (Arizona) Union High School District alleging that their 94% minority high school was unfairly singled out for closure due to a declining enrollment problem in the city. The report, written by an expert witness for the plaintiffs, attempts to show how social science research can be brought to bear on such a case. The conceptual framework presented concentrates on the issues of discriminatory intent and impact. Regarding intent, a detailed analysis shows how criteria for conduciveness to school closure used by the district were inherently biased against minority schools. Criteria include comparison of current course offerings, assessment of student achievement and special education and gifted needs, experience of teaching staff, number of teachers by subject area, campus adequacy to serve handicapped students, and educational adequacy. Several theoretical and empirical bases in psychological and educational literature are cited to shed light on the issue of alleged adverse impact on the displaced minority students. These effects are discussed in the context of policy implications for equal educational opportunity. Twelve pages of references conclude the report. (NEC)

ED 271 310 SE 046 664

Roth, Kathleen J.; And Others
Curriculum Materials, Teacher Talk, and Student Learning: Case Studies in Fifth-Grade Science Teaching. Research Series No. 171.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 38p.
CONTRACT- 400-81-0014
GRANT- SED-8020022
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Elementary School Science; Grade 5; Intermediate Grades; *Learning Strategies; *Misconceptions; Science Education; *Science Instruction; Science Teachers; *Teacher Behavior; Teacher Effectiveness; *Verbal Learning

In this paper, the verbal interaction strategies and explanation behaviors of three fifth-grade teachers teaching science units are used to illustrate relationships among curriculum materials, teacher talk, and student learning. Experimental studies with these and other teachers indicate that, if teachers become more sensitive to their students' thinking and need for conceptual change and modify their verbal instruction accordingly, student understanding and learning of science can be improved. Textbooks and other curriculum materials can either help or hinder this process. (Author)

ED 271 325 SE 046 681

Olson, Linda Sue
The North Dakota Science and Engineering Fair--Its History and a Survey of Participants.
PUB DATE- May 85
NOTE- 126p.; Master's Thesis, North Dakota State University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Career Choice; Engineering Education; *Enrichment Activities; Extracurricular Activities; *Participant Characteristics; Science Careers; Science Education; *Science Fairs; Science Projects; Secondary Education; *Secondary School Science; Surveys
IDENTIFIERS- *North Dakota

An assessment of the North Dakota Science and Engineering Fair and an analysis of the background and careers of its finalists from 1951 to 1985 are contained in this report. The project's objectives were to: (1) compile a complete list of international fair participants (1951-1985); (2) study the subsequent geographic distribution of the participants; (3) examine the benefits associated with science fairs; and (4) evaluate whether participation influenced college and/or career choice. The survey was completed by 213 individuals representing 268 finalists for an 80% response rate. It was found that science fair participants were well educated with 67% having a Bachelors degree or better. The remaining were college students (28%) or high school students (5%). Less than 1% had only a high school education. Most (73.5%) believed that the science fair had some influence on their career choice with 51% of the sample selecting science professions. The value of participating in a science fair was rated high by 96% and all respondents indicated that they would encourage others to participate in science fairs. Generally, the survey results suggested that participation in science fairs may have influenced the finalists' career direction, education, and employment. Appendices supply the survey instrument as well as listings of the participants arranged alphabetically, by town, and chronologically with titles of projects submitted. (ML)

ED 271 339 SO 017 209

Arena, Lydia E., Ed.
Manhattan College Center for Professional Ethics Report, Fall 1985.
Manhattan Coll., Bronx, N.Y.
PUB DATE- 85
NOTE- 7p.; For other reports in this series, see SO 017 208-210.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Codes of Ethics; College Curriculum; Computer Assisted Instruction; Educational Needs; Ethical Instruction; *Ethics; Higher Education; Integrity; Moral Development; Moral Values; Professional Development
IDENTIFIERS- *Business Ethics; *Professional Ethics

Published once each semester by Manhattan College (New York), the report serves as a resource for faculty and students as they deal with professional ethical dilemmas and conflicts in their course work and work lives; it also helps to further the Center for Professional Ethics basic purpose of promoting greater sensitivity to the ethical dimensions of professional life within society. The lead article in this issue, "Empowerment for Change," by Bernard Noone, discusses five ways in which Manhattan College's revised general education curriculum emphasizes the overarching value of the critical study of human experience and empowers students to become active participants in their own development. Also in this issue is an announcement of two Center-awarded grants for course modules; reviews of three books on business ethics; and an article on computers and education by Eileen Brady. A brief editorial by John R. Wilcox provides a restatement of the Center's purpose. (TRS)

ED 271 026 FL 015 797

Coe, Elizabeth Beaubien

Assessing Afro-American English Comprehension by Student Teachers Whose Mother Tongue Is Mainstream English.

PUB DATE- Aug 84

NOTE- 456p.; Ed.D. Dissertation, University of Houston.

LANGUAGE- English

EDRS Price - MF01/PC19 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)

DESCRIPTORS- Age; *Black Dialects; Classroom Communication; Educational Background; Error Patterns; Higher Education; *Listening Comprehension; Sex Differences; Standard Spoken Usage; *Student Teachers; *Teacher Attitudes; *Teacher Characteristics; Teacher Education

A study of the relationship of teacher attitudes toward and comprehension of Black English examined certain characteristics of a group of university graduate students in education in relation to their self-evaluations of Black English comprehension, stated attitudes, and types of interpretation errors. The characteristics of graduate students examined included years of formal teacher education, number of linguistics and English grammar courses taken, foreign languages studied, age, and sex. Eight specific hypotheses were tested. Results indicate a mean comprehension level of 60 percent (range 43.3 to 71.2 percent), with significantly higher levels among student teachers having taken grammar and linguistics courses and those who had taught longer. No positive correlation between the teachers' attitudes toward and comprehension of Black English was found. It is recommended that further research on comprehension and communication in classes in which some students speak Black English be performed, and that teachers take more courses in grammar and linguistics, especially Black English. (MSE)

ED 271 041 HE 019 402

Miller, Howard J.
Interinstitutional Cooperation: A Planning Strategy for Achieving Academic Program Development.
PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); College Planning; *College Programs; Consortia; Cooperative Programs; *Curriculum Development; *Exchange Programs; Higher Education; Institutional Research;

*Intercollegiate Cooperation; International Educational Exchange; Shared Resources and Services; State Boards of Education; *Statewide Planning; Student Exchange Programs; Teacher Exchange Programs

The application and effectiveness of interinstitutional cooperative approaches to academic program development are analyzed, with attention to local, regional, and interstate geographic levels. The rationale for interinstitutional cooperation as well as actions taken by state governing boards to promote the use of this planning strategy within statewide systems of higher education are discussed. In order to operationalize interinstitutional cooperation as a planning strategy to improve academic program development, four planning considerations are needed: basic planning requirements, incentives for planning, planning models, and planning processes. In response to actions taken by state boards, consortia of institutions have acquired the added means to operate more effectively. These consortia have developed and implemented seven interinstitutional cooperative approaches to mutually improve academic program development: articulation agreements, student and staff exchange programs, resource sharing agreements, educational exchange programs, private/public cooperative agreements, and international exchange programs. Recommendations are offered for improving the effectiveness of interinstitutional cooperation through the use of institutional research. (SW)

ED 271 055   HE 019 418

Kendall, Jane C.; And Others
Strengthening Experiential Education within Your Institution.
National Society for Internships and Experiential Education, Raleigh, NC.
PUB DATE- 86
NOTE- 165p.
AVAILABLE FROM- National Society for Internships and Experiential Education, 122 St. Mary's Street, Raleigh, NC 27605 ($20.00 nonmembers; $17.00 members).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; Change Strategies; College Faculty; College Role; *College Students; Cooperative Education; Educational Quality; *Experiential Learning; *Field Experience Programs; Higher Education; Institutional Mission; *Program Administration; Program Implementation; *Teacher Participation

Ways to promote the experiential learning option at colleges and universities are discussed in this sourcebook for faculty, deans, presidents, and program directors. Learning through experience might involve internships, community service-learning, field studies, cooperative education, cross-cultural programs, and practica. The following concerns are addressed: building experiential education into the mission and values of the college, integrating this mode of learning into the curriculum, increasing faculty involvement, ensuring quality, evaluation systems, financial and administrative structures, and strategies for institutional change. Included are descriptions of recommended resource materials that cover these topics. Recommendations and descriptive information from experiential education pilot projects at 20 colleges and universities are provided, along with checklists and charts that are designed to help colleges assess the following areas: values at the institution, the degree of student-centeredness in learning, goals of an experiential program, program staffing and operation, characteristics of student participants, faculty involvement on campus, the current administrative structure, the pros and cons of four administrative models, and use of an outside consultant. Included is a detailed index with cross references. (SW)

Cameron, Kim S.

An Empirical Investigation of the Multiple Constituencies Model of Organizational Effectiveness.

National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
NOTE- 49p.
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Administrators; Department Heads; Donors; *Higher Education; *Institutional Characteristics; Job Satisfaction; *Organizational Effectiveness; Organizational Theories; Outcomes of Education; Participant Satisfaction; Private Colleges; State Colleges; Student Development; Trustees

The multiple constituencies model of organizational effectiveness was investigated in 1980-1981 with 29 four-year colleges and universities in the Northeast United States. A performance profile for individual organizations and a preference profile for different constituencies of the organizations were obtained, using the same dimensions of effectiveness for both types of profiles. Each of the 29 institutions was found to hold unique performance profiles. Five unique preference profiles were found among seven major constituencies (faculty department heads, student affairs administrators, financial administrators, academic administrators, general administrators, trustees, and representatives of major funders). Comparisons of each institution's performance profile with the preference profiles of the seven constituencies revealed that some institutions satisfied multiple constituencies whereas others did not, and some constituencies tended to be satisfied more often than others. It was found that the most effective organizations tended to satisfy multiple constituencies, whereas the least effective organizations tended to satisfy no constituencies. In addition, some organizations were highly effective even when they satisfied no major constituencies. (SW)

ED 271 083 HE 019 466

Brown, Emory; And Others
Adoption of Microcomputer Technology by College of Agriculture Faculty in Eleven Northeast Land-Grant Universities.
PUB DATE- Aug 85
NOTE- 28p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Blacksburg, VA, August 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Colleges; *College Faculty; *Computer Literacy; Higher Education; Land Grant Universities; *Microcomputers; Skill Development; *Users (Information); *Use Studies

Microcomputer use and access, training needs, information sources, and self-perceived knowledge and skills regarding microcomputers were determined with a sample of college of agriculture faculty in 11 land-grant universities. Personal and organizational characteristics related to various levels of using microcomputers were also investigated. Questionnaires were completed in 1985 by 1,157 research, resident instruction and extension faculty who attended colleges and universities that were members of the Northeast Computer Institute. Adoption level was defined as the frequency with which individuals used a microcomputer during the past year and was measured along a continuum from daily use to none at all; high-level users used a microcomputer at least once or twice a week, while moderate-level users' rate was more than once every few months. Findings include: 65% of respondents have access to a microcomputer at work, while 22% have access to one at home; high-level users were more likely to have had a microcomputer for over a year and to have one at home; saving time is the most commonly reported advantage of using the microcomputer; and 78% were interested in receiving training in the use of the microcomputer. (SW)

ED 271 126 IR 051 564

Guthrie, James W.; Stoddart, Trish
Redesigning ERIC: A Modern Information System for Practicing Educators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 86
NOTE- 26p.; This paper, commissioned by the ERIC Redesign Study Panel, does not necessarily reflect the final view or recommendations of that panel.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Clearinghouses; *Databases; *Educational Research; Federal Programs; Information Networks; *Information Systems; Position Papers
IDENTIFIERS- *Educational Information; *ERIC

Asserting that few teachers can provide examples of how they actually used educational research to shape an instructional decision, this position paper argues that as presently structured, the educational research institution does not appear to be effective in communicating products of its work to practitioners. The paper examines obvious barriers to communication between researchers and practitioners including the tendency of researchers to focus on abstractions (hypotheses, theoretical implications, statistical analyses, etc.) versus practitioners' needs for clear descriptions of instructional methods and curriculum materials, including how well they worked and with what types of student. The formation of a Professional Resources Information Network Computerized for Educators (PRINCE) is proposed to provide teachers with practical information and materials directly tailored to meet specific instructional needs. PRINCE would parallel ERIC (the Educational Resources Information Center), the existing information network available to researchers. Following a general discussion of the problem, this document includes the following sections: (1) The Research/Practice Dilemma in ERIC; (2) The Current ERIC System; (3) Barriers to Practitioner Use; (4) Attempts to Make the System More Accessible to Practitioners; (5) Can an Information System Help Improve Schools? and (6) PRINCE: Professional Resources Information Network Computerized for Educators. Eighteen references are listed. (THC)

ED 271 153 JC 860 362

Lieberman, Janet
Middle College: A Ten Year Study.
PUB DATE- Feb 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; *College School Cooperation; Community Colleges; *Cooperative Education; *Dropout Prevention; Followup Studies; *High Risk Students; High Schools; Internship Programs; *Nontraditional Education; Program Descriptions; Student Characteristics; Two Year Colleges; *Urban Education
IDENTIFIERS- *City University of New York La Guardia Comm Coll; *Middle College High School NY

A 10-year profile is provided of Middle College High School (MCHS), an alternative high school operating under the joint auspices of the New York City Board of Education and LaGuardia Community College. The first sections of the report look at the history and goals of MCHS, explaining that the school was created to reduce the dropout rate among high risk high school students, to improve students' self-concept, and to enhance college and career options by helping students reach their full potential. The next sections focus on MCHS's instructional programs, student characteristics, and the admissions process which admits students from junior high school or high school. Rates of retention and absenteeism of MCHS students are contrasted with those of students from other alternative schools and public high schools, and MCHS's career education component, which features trimester-long non-paying internships once a year, is described. Next, the report describes policies regarding college credit, outlines placement procedures and the positive features of the program, provides comparisons of the competency test scores of MCHS students and those of other alternative school and public school students, offers a profile of MCHS faculty, describes the financial base for the program, and lists articulation benefits. The final sections present research data on the progress of the Class of 1984 from its admission in 1981, 5-year statistics on graduation rates, percent of students accepted by postsecondary institutions and Regents Scholarships awarded, and student responses to a 1985 folow-up survey. (EJV)

ED 271 180 JC 860 395

Hlavin, Robert F.
Project Bank: Word Processing on Campus.
Triton Coll., River Grove, Ill.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Computer Literacy; *Computer Science Education; Minicourses; Program Descriptions; Two Year Colleges; *Word Processing

Project Bank was initiated at Triton College (Illinois) to increase student awareness of the merits of word processing as it affects their class work and related assignments; to make faculty aware of advances in word processing programs; and to increase the utilization of the college's computer laboratory. All fall 1985 incoming freshmen were contacted by mail and invited to participate in Project Bank as part of a group class or as an independent learner. Enrolled students paid a $10 registration fee and received instruction via the Bank Street Word Processing Tutor program and three specially designed exercises; a Project Bank T-shirt; a double density floppy disc; and a protective transporter case. Due to the limited number of students who enrolled in the program, initial months were devoted to developing enrollment procedures and instructing computer laboratory assistants in the use of the tutor program. Through the dissemination of articles on the effects of the use of word processing in the classroom and the use of word processors by students in completing assignments, faculty at Triton became increasingly aware of the benefits of word processing. Several faculty members enrolled their entire classes in Project Bank. By mid-November, 250 students had participated in the project, and a recommendation was made for the continuation of Project Bank into the spring semester. Perhaps the single most important outcome of the project was a growing awareness that Project Bank was affecting writing across the curriculum. (EJV)

ED 271 238 RC 015 741

Pitts, Ilse M.; And Others

Security. Review Software for Advanced CHOICE. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 85

NOTE- 18p.; For related documents, see RC 015 737-741.

AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Career Awareness; *Career Education; *Computer Assisted Instruction; *Courseware; Educational Objectives; Flow Charts; Learning Activities; *Migrant Education; *Occupational Information; Programed Instructional Materials; Secondary Education; Teaching Guides

IDENTIFIERS- Apple (Computer); *CHOICE (Career Education Curriculum); *Social Security Numbers

CHOICE Security is an Apple computer game activity designed to help secondary migrant students memorize their social security numbers and reinforce job and role information presented in "Career Notes, First Applications." The learner may choose from four time options and whether to have the social security number visible on the screen or not. The instructor may use the Teacher File Handler to enter a class list of learners and their social security numbers. Program objectives are to memorize one's social security number, recognize the social security number as having three segments, practice basic computer keyboard manipulation, develop/increase computer assisted instruction and awareness, promote and develop observation and matching skills, improve visual memory, foster goal setting and task completion, and improve long- and short-term recall. This teacher software manual details hardware requirements, backup copying procedures, student learning objectives, use of the program as a tutorial or in a classroom setting, step-by-step directions for using the program and file handler, instructions for turning the sound on or off, and a program outline and flow chart. (NEC)

ED 271 267 RC 015 825

Edington, Everett D.; Martellaro, Helena C.
Variables Affecting Academic Achievement in New Mexico Schools.

PUB DATE- Apr 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; American Indians; Comparative Analysis; Consolidated Schools; Educational Economics; Educational History; Elementary Secondary Education; *Enrollment; Ethnicity; Mexican Americans; Multiple Regression Analysis; Performance Factors; Politics of Education; *Predictor Variables; *School Effectiveness; *School Size; Small Schools; Socioeconomic Influences; *Test Interpretation
IDENTIFIERS- Elementary Secondary Education Act Title I; *New Mexico

To determine if a relationship can be found between school size and academic achievement, a study examined correlations for 566 New Mexico public schools (grades 5, 8, and 11) from 1978 to 1981. The measure of academic achievement used was the schools' average "total scale score" on the Comprehensive Tests of Basic Skills. The two questions to be answered were whether there is a relationship between school enrollment size and student achievement, and whether there is such a relationship when correlations have been made for certain other predictors of achievement. Examining the 12 multiple regression model results (3 grades times 4 years) indicated that in 11 cases, school enrollment size was not significantly related to academic achievement. The study concluded that school enrollment size was not related to academic achievement, and that percentage of students eligible for Title I and percentage of Native American and Spanish American students appeared to be significantly related to academic achievement. Recommendations were that since academic achievement seems unrelated to school size, other factors should be considered when school consolidation is contemplated, and since academic achievement appears highly related to socioeconomic and cultural/ethnic factors, these two areas should be considered when developing new programs. (MH)

ED 271 294 SE 046 648

Flavin, Christopher

Electricity for a Developing World: New Directions. Worldwatch Paper 70.

Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-71-2
PUB DATE- Jun 86
NOTE- 69p.
AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Developing Nations; Economic Development; *Electricity; *Energy Education; *Energy Management; *Modernization; *Power Technology; Science Education; Solar Energy; Technological Advancement; Wind Energy; World Affairs

The nature, scope, and problems of electrical programs are examined in this report on developing nations. Electric power is recognized as a crucial component of the economy in most Third World countries with the potential to affect some of the most basic issues facing these countries today. Topic areas covered include: (1) electric power development (examining selected countries growth, use, and generating capacity of electricity); (2) electricity efficiency (reviewing policies, programs, and standards implemented to increase energy efficiency); (3) new approaches to rural electrification (discussing electrification's extent and assessing its social and economic impacts); and (4) decentralizing generators and institutions (presenting the advantages and disadvantages of various power projects as hydropower, diesel generators, biomass, dendrothermal, wind, and solar photovoltaic cells). Several tables are included. (ML)

ED 270 978 FL 015 739

Buteau, M. F.; And Others
Evaluation of the French Second Language Program, Lennoxville District School Board. First Annual Report.
McGill Univ., Montreal (Quebec). Faculty of Education.
REPORT NO.- ISBN-0-7717-0129-2
PUB DATE- 84

NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Elementary Education; Evaluation Methods; Foreign Countries; *French; Language Tests; Longitudinal Studies; *Program Effectiveness; Program Evaluation; *Second Language Programs; Student Attitudes; *Testing
IDENTIFIERS- Quebec
The first in a planned series of three annual evaluations of an innovative French second language program in a Quebec (province) school district includes a brief program description, discussion of the evaluation methodology, and presentation of the results of the Spring, 1984 testing that is the focal point of the evaluation. The evaluation consists of a comparison of grade 3 and 4 student performance and student perceptions of achievement and performance in French in the Lennoxville enriched language program, which is based on a thematic modular cyclic approach, and in two other districts (only one district was used for grade 3 comparison). The evaluation instruments were French listening and reading comprehension tests, verbal interaction analysis, and a pupil attitude questionnaire. The results indicate that students in the district under consideration performed considerably better than students following regular English programs on provincially monitored language tests, and as well in French reading as students following an enriched program in another district. Student attitudes about language use were found to be more positive than those in the comparison group. (MSE)

ED 271 207 PS 015 867

Benson, Carolyn
Who Cares for Kids? A Report on Child Care Providers.
National Commission on Working Women, Washington, D.C.
PUB DATE- 85
NOTE- 52p.
AVAILABLE FROM- National Commission on Working Women, 1325 G Street, N.W., Washington, DC 20005 ($5.00 for child care providers; $10.00 for general public).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Certification; Child Abuse; *Child Caregivers; *Day Care Centers; Employer Supported Day Care; Faculty Mobility; *Family Day Care; Legislation; Resources; *Teacher Characteristics; *Wages; Work Environment
IDENTIFIERS- Regulatory Programs

This study offers a profile of child care workers in family day care homes and child care centers, reporting general statistics and examining their wages, benefits, training, working conditions, and turnover rates. In addition, it looks at government regulation and licensing, employer-sponsored programs, child abuse, insurance rates, and federal legislation affecting child care. Finally, the report notes future trends in the field, including the growth of professional organizations, growth of resource and referral agencies, increased parent involvement, diversification of employer-sponsored child care programs and benefits, the unionization of workers and the increase of for-profit day care chains. Recommendations are made to address the need for increased support from all sectors of society for child care and child care workers. Resources for child care information are listed and described. (RH)

ED 271 223 PS 015 896

Cortez, Carmen P.
Toy Making for Parents and Caregivers.
PUB DATE- Jun 85
NOTE- 79p.; Paper presented at the Annual Conference of the Association for Childhood Education International (San Antonio, TX, June 19-22, 1985).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Caregivers; Family Life; *Instructional Materials; *Learning Activities; Learning Processes; *Parent Child Relationship; Parents; *Play; *Psychomotor Skills; Skill Development; *Toys

Recognizing that toy-making activities have tremendous potential for developing good parent-child interactions, this paper examines (1) the why, where, when, how, and who of making toys at home; (2) the use of toys in play; and (3) the value of toys as tools for learning. The snags and obstacles of toy making as well as the challenges and benefits are mentioned. Most of the paper contains instructions for making the following toys: rolling can, sound canisters, toy drum with bean bags, wooden blocks, nesting cans, wall picture, feeling blocks, first picture book, chip can, happy/sad face pillow, shape puzzle, sequential cups, hobby horse, rag doll, and hand puppets. All instructions are accompanied by charts relating the toy to language learning, using the five senses, as well as modeling activities for parents. (HOD)

ED 271 340 SO 017 210

Arena, Lydia E., Ed.
Manhattan College Center for Professional Ethics Report, Spring 1985.
Manhattan Coll., Bronx, N.Y.
PUB DATE- 85
NOTE- 7p.; For other reports in this series, see SO 017 208-209.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Codes of Ethics; Computers; Ethical Instruction; *Ethics; Higher Education; Integrity; Moral Development; Moral Values; Professional Development; Religious Education; Sex Bias
IDENTIFIERS- *Business Ethics; *Professional Ethics

Published once each semester by Manhattan College (New York), the report serves as a resource for faculty and students as they deal with professional ethical dilemmas and conflicts in their course work and work lives; it also helps to further the Center for Professional Ethics' basic purpose of promoting greater sensitivity to the ethical dimensions of professional life within society. The lead article in this issue, "Bishops' Pastoral: A Challenge to the American Conscience," by Marion Hunt, reviews the U.S. Catholic bishops' pastoral letter on economics and notes the Center's intention to provide opportunities for extended comments and reflection on the bishops' message. One such opportunity, a workshop in response to the pastoral, is announced in another part of the newsletter. Also in this issue are a detailed follow-up article by John R. Wilcox on a case study of an ethical dilemma published in the newsletter's first issue; an account of a Center-hosted computer ethics workshop; and a discussion of the classroom climate with regard to continuing disparities between male and female students. (TRS)

ED 271 356 SO 017 271

Parker, Franklin
Japan's Influence on Chinese Education.
PUB DATE- 17 Feb 86
NOTE- 7p.; For related documents, see ED 269 302-308 and SO 017 304.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communism; *Comparative Education; *Educational Anthropology; *Foreign Culture; Marxian Analysis; Public Policy

This bibliography includes 26 items with brief annotations. The cited documents include books, journal articles, government reports, and newspaper articles. Emphasis is placed on the Japanese impact on Chinese education during the Japanese occupation of parts of China during the Sino-Japanese War and World War II. While most of the items are written in English, some are in Japanese and Chinese. All of the annotations are in English. (CFR)

ED 270 993 FL 015 758

Chu, Chauncey C.; Chang, W. Vincent

The Discourse Function of the Verbal Suffix -Le in Mandarin.

PUB DATE- Nov 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (New York, NY, November 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Form Classes (Languages); *Language Patterns; Language Styles; Linguistic Theory; *Mandarin Chinese; *Morphology (Languages); *Verbs
IDENTIFIERS- *Suffixes

It is proposed that the functions of the Mandarin verbal suffix "-le" are three: (1) for marking non-continual factual actions or events; (2) for indicating the "peak" in an event line; and (3) for explicitly marking anteriority of an action or event. Observations of written language drawn from newspaper articles and editorials, textbook lessons, popularized historical tales, natural conversations, and student writing confirm the hypothesis as describing the underlying regularities, with some modifications. While action verbs in a phrase with a classical style are not compatible with this form, monosyllabic verbs require it. In addition, anteriority tends to be explicitly marked by "-le" when the verbs in the series of clauses are not cohesive enough to indicate such a natural sequence and/or when a special emphasis on the order of the events is called for. It is concluded that by comparison with previous work on the discourse function of "-le", the present analysis seems to be made on a more practical basis. (MSE)

ED 271 097 IR 012 174

Dellow, Donald A.; And Others
Challenges That Accompany the Implementation of Microcomputing in the Administrative Process.
PUB DATE- Apr 86
NOTE- 6p.; Paper presented at the Annual Conference of the Association for Educational Data Systems (New Orleans, LA, April 20-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Strategies; *Computer Literacy; *Computer Oriented Programs; *Educational Administration; Innovation; Management Information Systems; *Microcomputers; *Program Implementation; Technological Advancement; Two Year Colleges
IDENTIFIERS- Chipola Junior College FL

This case study of the acquisition and utilization of microcomputers for administrative purposes at Chipola Junior College, Florida focuses on the reactions of faculty and staff. After a brief review of the college's prior microcomputing activities from 1981 to 1985, the report is divided into four major sections: (1) how administrators involved in microcomputer technology affected management information systems/data processing (MIS/DP) operations at the college; (2) how microcomputers could best support the administrative process; (3) whether to provide staff with computer inservice or information management skills training; and (4) the bottom line: a better management information system. Additional topics addressed include the need for cooperation between the MIS/DP department and microcomputer enthusiasts, optimum utilization of microcomputers by midlevel management, and the role of the secretarial/clerical worker in the process of downloading from a mainframe. It is pointed out that knowledge of computers and software packages does not insure that personnel understand the broader perspective of information as a "commodity" that needs to be managed carefully throughout the organization; and suggestions are made for changes in procedures that are routine for MIS/DP departments and necessary for administrative microcomputing support staffs. (JB)

ED 271 193 PS 015 427

Brownell, Celia A.; Brown, Earnestine
Age Differences in Object Conflicts and Possession Negotiations during the Second Year.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Ability; *Infants; *Peer Relationship; *Toddlers; Toys
IDENTIFIERS- *Possession Negotiations; *Rule Learning; Sharing Behavior

Observations suggest that 12-month-old children show little evidence of possession rules, while 18- and 24-month-olds are still coming to differentiate purely personal possession rules from shared possession rules that take into account the other child's status or rights as a possessor. Children 12 months old exhibited the highest frequency of attempts to take one another's toys and the lowest frequency of positive object contacts such as sharing, joint play, and cooperation. For 24-month-olds, the pattern was reversed; children 18 months old fell intermediate between the youngest and oldest children in the sample. Oldest children more frequently mediated their possession exchanges with language, particularly with self-possession related language. Children 12 months of age were equally likely to resist attempts to take their toy, regardless of how long they themselves had been in possession of it or whether the taker had previously played with the toy. Children 18 and 24 months old were more likely to resist an attempt by another to take possession of a toy when the taker had not previously played with it, and least likely to resist if the taker had played with the toy extensively during the previous 30 minutes. The 24-month-olds also resisted more intensely if the taker had not had prior possession, and they additionally differentiated between whether the taker had played with the toy only briefly or for an extended period. (RH)

ED 271 252 RC 015 802

Dangeli, Reginald H.
Tsetsaut History: The Forgotten Tribe of Southern Southeast Alaska. Portland Canal Early History (Misty Fiord National Monument). Alaska Historical Commission Studies in History #147.
Alaska Historical Society, Anchorage.
PUB DATE- 85
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Alaska Natives; American Indian Culture; *American Indian History; American Indians; Cultural Influences; *Ethnic Relations; *Land Settlement; *Legends; Oral History; Tribes
IDENTIFIERS- *Alaska (Southeast); *Tsetsauts (Tribe)

Written by one of the tribe's few remaining members and based on oral history and legend, this study traces the history of the Tsetsaut tribe, ancient original inhabitants of the Portland Canal area of southeastern Alaska. Chapters recount the quest for the coast, legends of Portland Canal, exploration of the area, material culture, establishment of new village sites on the lower Portland Canal, first visitors who came in dugout canoes, and second visitors who came to stay. Other sections describe the southward migration of the Hagwenhuded eagles, the story of Chief Mountain Adawak, the second meeting with the Tsetsauts, the story of Portland Canal Chief Pahl (Charles Barton), legend hunting, campsites, and the East Behm Canal. Also covered are warfare and disputes over Portland Canal; the first Europeans or white men in Portland Canal; the first fur traders; the introduction of firearms, cloth, and European clothing; the decline of the Tsetsauts as a tribe; the last day of the Tsetsauts as a people of one language and culture; the last days of the Tsetsaut chief; some adventures of the survivors; and petroglyph rock carvings. Two maps of the Tsetsaut area are included. (NEC)

ED 271 281 RC 015 850

Saenz, Rogelio
Chicana Fertility: A Look Within.
PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Rural Sociological Association (48th, Blacksburg, VA, August 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Birth Rate; Demography; Educational Attainment; Ethnic Distribution; *Females; Immigrants; Marital Status; *Mexican Americans; *Mexicans; Predictor Variables; Social Science Research; *Socioeconomic Influences; Statistical Bias
IDENTIFIERS- Aggregation (Data); Chicanas; Disaggregation (Data)

Fertility research among four groups of Chicanas showed intragroup differences in fertility rates and in relationships between fertility and independent socioeconomic variables. A literature review suggested that research on minority group fertility failed to recognize intragroup variations. Data from the 1980 Public-Use Microdata Sample yielded a sample of 13,288 ever-married women of Mexican descent aged 15 to 44. The women were divided into four groups--Mexican women immigrating to the United States since 1970; Mexican women immigrating before 1970; Chicanas born in one of five southwestern states; and Chicanas born outside the southwest. Few differences were found to exist between the groups; nevertheless, the following trends were seen: (1) Mexican women immigrating since 1970 and women born in states outside the Southwest were found to have fewer children; and (2) pre-1970 immigrants and women born in a southwestern state had more children. Age, age at first marriage, and education were the strongest predictors of fertility for all groups. Influence on fertility patterns of marital disruption, labor force participation, family income, and proportion of family income earned by women varied between the groups. Implications for researchers using Spanish-origin statistics to represent Mexican American population are discussed and benefits of disaggregation techniques are presented. Tables provide summary statistics of variables and multiple classification analyses of relationships between variables and fertility. A three-page reference list and several tables are included. (LFL)

ED 271 311 SE 046 665

Hurd, Paul DeHart
A Changing Society: New Perspectives for Science Education.
Policy Analysis for California Education, Berkeley, CA.
SPONS. AGENCY- William and Flora Hewlett Foundation, Palo Alto, Calif.
REPORT NO.- PF85-7-3
PUB DATE- Jul 85
NOTE- 13p.
AVAILABLE FROM- PACE, 3659 Tolman Hall, Department of Education, Berkeley, CA 94720. ($2.00; 10 or more, 10% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Improvement; *Elementary School Science; Elementary Secondary Education; Instructional Improvement; Problem Solving; *Science and Society; *Science Curriculum; Science Education; *Science Instruction; Scientific Literacy; *Secondary School Science; Technology; Values Education

Perspectives on the reconstruction of science education in terms of current economic and social conditions and the foreseeable future are presented in this publication. An acceptable science curriculum is described as one that has cultural as well as scientific and technological validity. Elements that have been identified as essential for the reformation of science education include: (1) required instruction of science for all students from kindergarten through grade 10; (2) organization of courses in a social context rather than in the special disciplines; (3) a balance of science and technology with an emphasis on their interrelationships with each other, society, and human values; (4) a concentration on critical thinking skills and responsible decisionmaking; and (5) a framing of courses around persistent social problems, associated with the environment, health, and technology. A reconceptualization of the science curriculum is viewed as critical for the transformation of science education. It is also important that a framework of strategic policies should precede these efforts so that social progress will be promoted, the quality of life will be improved and meaning will be attached to the work and leisure life of the individual. (ML)

ED 270 963 FL 015 664

De Vries, John
Towards a Sociology of Languages in Canada.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-164-5
PUB DATE- 86
NOTE- 196p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Demography; *English; Foreign Countries; *French; Language Dominance; Language of Instruction; Language Planning; Migration; Minority Groups; Official Languages; *Public Policy; Second Language Instruction; Sociolinguistics; *Sociology
IDENTIFIERS- *Canada; *Quebec

This examination of the sociology of language in Canada focuses on the social or societal aspects of the relationship between languages and society rather than on linguistic aspects. The study is developed in seven sections: (1) an introductory discussion of language and communication systems, language acquisition, messages, and language communities in contact; (2) analysis of the spatial distribution of Canada's language communities; (3) a review of the processes affecting change, including fertility, mortality, migration, language shift, and linguistic intermarriage; (4) an examination of language use in public domains (work, education, mass media); (5) a discussion of age structure and educational attainment as correlates of language characteristics; (6) examination of the consequences of language characteristics in occupational distribution and mobility and in income; and (7) an analysis of language rights and the involvement of the state through language policy. Lack of an integrated body of data about the sociology of language in Canada is criticized. Nine pages of references conclude the report. (MSE)

ED 271 010 FL 015 775

Abdrabou, Abdelrahman A.
Achievement Testing and Foreign Language Teaching.
PUB DATE- Apr 84
NOTE- 20p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Aptitude Tests; Criterion Referenced Tests; Diagnostic Tests; *Language Tests; Learning Processes; *Reading Comprehension; Second Language Learning; *Test Use

It is argued that the close relationship between learning and testing is best exemplified in achievement tests, which are designed both to reinforce learning and to provide feedback about the effectiveness of teaching. Of the four types of achievement tests (placement, formative, diagnostic, and summative), two (formative and diagnostic) are examined in greater depth, and their rationales, functions, and the principles underlying their construction are analyzed. The instructional value of achievement tests and their relationship to motivation, retention, and feedback are reviewed. Reading comprehension testing is discussed in this context, and a sample test designed to enhance learning as well as test skill is presented. (MSE)

ED 271 027 FL 015 799

English Teaching Profile: Finland.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jan 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; *Educational Change; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; Postsecondary Education; Research Projects; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Finland

This review of the status of English language instruction in Finland provides an overview of the role of English in the Finnish society in general and outlines the status of English use and instruction in the educational system at all levels (preprimary, elementary, secondary, higher, vocational, adult, and teacher education). Topics covered include: the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. The educational reforms of recent years have caused some problems and crises of confidence among teachers, but The current attitude seems to be positive and receptive to new educational ideas. (MSE)

ED 271 084 HE 019 467

Howick, William H.
Some Directives for Writing an Institutional History.
PUB DATE- Nov 86
NOTE- 8p.; Paper presented at the Annual Convention of the American Educational Studies Association (Atlanta, GA, November 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Descriptive Writing; *Educational History; Guidelines; Higher Education; *Information Sources; *Institutional Research; *School Publications
IDENTIFIERS- Historians; *Institutional History

Advice on writing the history of a college is offered. Until recently, there appear to have been few examples of rigorous, ongoing programs to record the facts regarding the founding and development of colleges. One problem is that much of the historical and detailed information relative to the development of colleges is not found in one designated place on a campus. Another is the temptation to bias; writers of institutional histories must be true to the facts regardless of pressures to do otherwise. In addition to telling the history in an interesting way, there is considerable human interest involved in stories that depict faculty and student life and that also may add humor to the historical data. The assignment requires both qualitative and quantitative research. The institutional researcher needs to know where to locate the original data. Formal sources include writings by the faculty, student theses dealing with academic or curricular histories, state legislature records, and state archives. Further reading should be done from institutional self-studies and other accreditation documents, from annual reports, college catalogs and other school publications, departmental histories, records of interviews with retired faculty, and the archives of the local newspaper. The history can be organized by chronological periods or by topics. (SW)

ED 271 111 IR 051 548

BIS Handbook: An Organizational Manual & Directory.

Association of Coll. and Research Libraries, Chicago, IL. Bibliographic Instruction Section.

PUB DATE- Dec 85
NOTE- 62p.; Prepared for Officers and Committee Members of the ACRL Bibliographic Instruction Section by the ACRL BIS Communication Committee.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Committees; Higher Education; *Library Associations; *Library Instruction; Library Services; *Organizations (Groups); *Planning; Research Libraries
IDENTIFIERS- *Association of College and Research Libraries

This manual contains basic information about the Bibliographic Instruction Section (BIS) of the Association of College and Research Libraries (ACRL). As of November 1984, BIS membership was approaching 3,000 with nearly 100 members actively involved in the section's committees. Following an introduction that describes the development of the BIS, this manual contains information on: (1) how to get involved; (2) organizational structure including an organization chart, the structure of the BIS, the relationship between BIS and ACRL, and other bibliographic instruction committees within the American Library Association (ALA); (3) procedural information including bylaws, a master calendar, required meetings, and responsibilities of officers and committees; (4) committee charges and membership lists for 18 BIS committees; (5) section activities and resources; and (6) an alphabetical listing of committee members. Appendices include three ACRL forms: Committee Volunteer Form; Budget Request Form; and Request for Payment Form; and the BIS Change of Address Form. (THC)

Kangas, Jon Alan
Academic Standards: Profiles of Practices in California Community Colleges. Part II of III.
Learning Assessment Retention Consortium of the California Community Colleges.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 15 Nov 85
NOTE- 102p.; Developed under a Fund for the Improvement of Instruction grant. For related documents, see JC 860 343-345.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Associate Degrees; *Community Colleges; *Degree Requirements; *Graduation Requirements; *Minimum Competencies; *School Policy; State Surveys; Student Evaluation; Testing Programs; Two Year Colleges
IDENTIFIERS- *California

A survey was conducted by the Learning Assessment Retention Consortium of the California Community Colleges to determine the extent of community college involvement with academic standards in California. The survey investigated the relationship of the colleges to adult education, assessment practices, entrance standards for vocational and baccalaureate courses, and exit standards for graduation. Based on responses from 68 of the 108 colleges surveyed, composite profiles were developed of the typical community college, those colleges highly involved with academic standards issues (32% of the sample), those moderately involved (57% of the sample), and those with low involvement (10% of the sample). The statewide composite provided the following information: (1) 76% of the colleges referred students with low English skills to adult education; (2) 65% required assessment of all new day and evening students; (3) 22% used skills prerequisites for most of their vocational classes and 26% required skills prerequisites for most of their baccalaureate classes; (4) arithmetic or basic math was used as an exit standard by 31% of the colleges, beginning algebra by 55%, and intermediate algebra by 15%; and (5) about 27% of responding colleges used reading proficiencies as part of their exit standards, requiring either a reading class or a national reading test score at the 11.5th grade level. The study report includes composite profiles based on level of involvement and individual profiles for each responding college. (RO)

ED 271 167 JC 860 381

Oromaner, Mark
Toward a More Comprehensive Understanding of the Community College.
PUB DATE- Dec 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *College Role; *Community Colleges; Educational Assessment; *Educational Quality; Educational Sociology; *Evaluation Criteria; Two Year Colleges; *Universities

The dichotomy between Insiders (for whom the community college sector provides a primary reference) and Outsiders (for whom organizations other than those within the community college world constitute a primary reference) provides a meaningful way of understanding claims about the role of the community college as an institution. Reactions of community college Insiders to the criticisms of Outsiders have been variously characterized as paranoid, suspicious, defensive, hostile, and emotional. These kinds of negative responses might be modified through a sociology of knowledge approach, which would highlight the differences in the education and work socialization experiences of community college Insiders and research university Outsiders. Each side's experiences suggest different questions and different foci of interest. Insiders point to the contributions the community college has made to the lives of students, while Outsiders are critical of its role in reproducing the American class structure. Insiders have a greater awareness of individual student mobility, while Outsiders look at group mobility and structural levels. Outcome measurements also differ, with Insiders pointing to employment rates and basic skills, and Outsiders focusing on graduation rates. To take advantage of the possibility of Insider/Outsider communication, a number of modifications in the academic reward/research/publication system may be necessary. These could include Insiders and Outsiders using one another as trusted assessors and informal collaborators, publishing in each other's journals, and inviting each other to join their editorial boards. Given the right conditions, Insiders and Outsiders will strive to prevent stagnation and develop a more comprehensive understanding of the community college. (EJV)

ED 271 295 SE 046 649

Stone, Sally F.
Birds. Nature Discovery I.
Massachusetts Audubon Society, Lincoln.
PUB DATE- Apr 86
NOTE- 65p.
AVAILABLE FROM- Nature Discovery Press, 119-27 College Ave., Somerville, MA 02144 ($5.95 plus $1.00 postage - 30 copies for $19.95 plus $4.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Ecology; Elementary Education; *Elementary School Science; Environmental Education; Experiential Learning; Field Trips; Interdisciplinary Approach; *Learning Activities; Natural Resources; *Ornithology; *Outdoor Activities; Physical Environment; Science Activities; Science Education; *Science Instruction
IDENTIFIERS- *Birds; *New England

The birds of New England and their particular habitats are explored in this guide which is part of a series of Nature Discovery publications. The materials are designed to directly supplement the natural science curricula and to complement other subject areas including social studies, language arts, music, and art. The program is designed for students in a self-directed and participatory manner. The chapter introductions and individual exercises address the students directly. Exercises appropriate for indoor use bear a "Classroom Discovery" emblem, while outdoor activities are designated with an "Outdoor Discovery" emblem. A system of tallying points is offered at the conclusion of the activities. A teachers guide is provided and contains suggestions for each of the five student chapters. The themes of these chapters are: (1) preparing a discovery manual (focusing on the terms and concepts basic to the study of avian ecology); (2) building bird field guides (examining the processes of bird identification and habitat adaptation); (3) nature sleuthwork (including simulated and actual field investigations); (4) making environmental decisions (reviewing problems involving birds and other wildlife); and (5) nature discovery poster (providing a song about birds, a bird model, and a plan for constructing a nesting box). Pen and ink illustrations are offered throughout the document. (ML)

ED 271 326 SE 046 682

National Science Foundation - Annual Report 1985. Thirty-Fifth Annual Report for Fiscal Year 1985.

National Science Foundation, Washington, D.C.

REPORT NO.- NSF-86-1

PUB DATE- 85

NOTE- 75p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Annual Reports; Awards; College Science; Computers; Engineering Education; *Federal Programs; *Foundation Programs; Higher Education; Policy; *Program Descriptions; Research and Development Centers; Research Projects; Science Education; *Scientific Research

IDENTIFIERS- *National Science Board; *National Science Foundation

The 35th Annual Report of the National Science Foundation (NSF) describes recent achievements of NSF sponsored research in viral structure, semiconductors, genetic engineering, Mayan culture, astronomy, physiology, paleontology, robotics, physics, material science and pollution. Major 1985 initiatives included: (1) establishing six university Engineering Research Centers; (2) four Supercomputer Centers; (3) College Science Instrumentation Program; (4) Precollege Science Education Programs; (5) National Science Week; (6) Presidential Young Investigator Awards; (7) Interagency Arctic Research Policy Committee; (8) Office of Biotechnology Coordination; (9) increased mathematics support by 15 percent; and (1) procedures for reporting on science in other countries. Reviewed are several examples of cutting-edge research and educational activities, including special interdisciplinary research and educational communities. The report includes awards, notes senior staff appointments, presents organizational changes, provides policy notes and lists senior foundation and board officials. Future directions for support of research are explored. Appendixes include: (1) National Science Board Members and NSF staff; (2) financial report for fiscal year 1985; (3) patents and inventions resulting from NSF supported activities; and (4) Advisory Committee for fiscal year 1985. (JM)

ED 271 357 SO 017 278

Russ, Michael
Creating and Using Databases in the Social Studies.
PUB DATE- May 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Computers; Computer Science Education; *Databases; Elementary Education; Information Retrieval; Information Storage; Microcomputers; Research Tools; Secondary Education; Social Sciences; *Social Studies; Student Development; Teacher Education

Student use of microcomputer databases in social studies is discussed. Databases give students and teachers an opportunity to get involved in information storage, retrieval, and analysis. In the process, students develop skills of inquiry, problem-solving, and critical thinking, as well as many of the basic skills needed not only in social studies but in other school subjects and life outside of school. The technology is now available to give students practical, first-hand experience with real-world information management. The article concludes with a bibliography that features both software and readings. (TRS)

English Teaching Profile: Cyprus. Turkish Cypriots.

British Council, London (England). English Language and Literature Div.

PUB DATE- Feb 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Developing Nations; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; Language Attitudes; *Language Role; Language Teachers; Political Influences; Postsecondary Education; Research Projects; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Cyprus

This review of the status of English language instruction in the Turkish community of Cyprus provides an overview of the social and political role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, adult, and teacher). Topics covered include: the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational system, British and other international support, commercial opportunities related to English instruction, language research and its policy implications, and other sources of information. The strengths of English instruction among Turkish Cypriots are the allocation of time for English instruction, introduction of new course materials, the potential for progress in internal and external support, and an officially sponsored examination. The weaknesses are the lack of qualified and expatriate teachers and incentives for teacher development, inadequate administration and financing, lack of effective policy on primary level teaching and teacher training, and excessive mechanical testing at the secondary level. (MSE)

ED 271 042 HE 019 403

Irwin, Harry
Communication Studies in Australia: Achievements and Prospects.
PUB DATE- May 84
NOTE- 40p.; Paper presented at the Convention of the International Communication Association, Division on International and Intercultural Communication (San Francisco, CA, May 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; *Curriculum Development; *Faculty Development; Foreign Countries; Higher Education; *Information Science; *Journalism Education; *Mass Media; Periodicals; Professional Associations; Program Development
IDENTIFIERS- *Australia

The introduction of communications studies in Australian higher education and problems and achievements of the past decade are discussed. Attention is directed to: the development of formal college coursework; staff training and retraining schemes to support development; academic and professional associations; journals in the field; and research, special projects, and other initiatives. Developments in Australian communication studies coincided with major structural changes in Australian education. In the early 1970s a number of "new" universities and a new sector were established: new colleges and institutes of advanced education, institutes of technology, and restructured agricultural colleges. Problems confronting this new field of study were associated with staffing new course developments, the debate between European and North American approaches to communication studies, and the question of whether to approach the field from a base in arts/humanities or in business studies. It is suggested that industrial demand and student interest remain strong, system-level and institutional support are increasing, and the academic infrastructure necessary to support further development is established and operating effectively. Possible future developments in the field in Australia are also addressed. A five-page reference list is appended. (SW)

ED 271 056 HE 019 437

Fasano, Carla

New Information Technologies: A Challenge for Education.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

REPORT NO.- ISBN-92-64-12824-7
PUB DATE- 86
NOTE- 125p.
AVAILABLE FROM- OECD Publications and Information Centre, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006-4582 ($16.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; College Administration; College Curriculum; College Instruction; *Computer Assisted Instruction; *Computer Oriented Programs; Computers; Computer Software; *Educational Change; Educational Policy; *Elementary Secondary Education; *Higher Education; *Management Information Systems; Teacher Education

Issues concerning the introduction of information technology in education were studied as part of a project sponsored by the Organisation for Economic Co-operation and Development (OECD). The following areas were explored: policies for schools and higher education and the context for the policies; implementation strategies; the impact on learning; the impact on teachers, teaching, and the curriculum; the impact on budgets, structures, and students; and possible futures. Educational responses to the challenge of new information technologies that have originated outside the formal educational sector are described, including programs for the general public and young people, and telecommunication-based projects. Strategies of policy implementation in primary and secondary education concern equipment, software, curriculum, and teacher training. Higher education uses information technology to provide computer assisted instruction and to deliver professional continuing education. Additional topics include: the impact of information technology on learning processes (reading, writing, and mathematics learning); cognitive prerequisites of computer programming; partnerships to promote information technology (e.g., between schools and universities); the use of technology in management and employment, and distance learning. (SW)

Cameron, Kim S., Comp.
Organizational Effectiveness: A Comprehensive Bibliography.
National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 82
NOTE- 55p.; Assistance in preparing the bibliography was provided by Renee de Alba.
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Accountability; Bibliographies; *College Administration; *Economic Factors; *Educational Quality; Higher Education; Leadership; *Organizational Effectiveness; *Productivity

A bibliography on organizational effectiveness that contains approximately 515 references, dated primarily since 1970, is presented. The focus is the organizational level of analysis, rather than individual effectiveness or environmental (e.g., economy) performance. The literature included comes from the organizational sciences, higher education, public administration, business policy, and the disciplines of applied psychology and sociology. Special emphasis is given to the literature on effectiveness in higher education, although the concept of organizational effectiveness has not been widely used in higher education research and writing. (SW)

ED 271 127 JC 850 336

Alabama Community, Junior, and Technical Colleges.
Alabama State Dept. of Postsecondary Education, Montgomery.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Community Colleges; *Educational History; Educational Legislation; Enrollment; *State Legislation; Student Characteristics; Technical Institutes; *Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Alabama

Information is provided on the history and current status of the Alabama community, junior and technical colleges. Following a map and directory of the 43 institutions in the two-year college system, a brief history is provided of the establishment and growth of the system, including information on the legislative authorization for the two-year colleges, dates of institutional establishment, and the program offerings of the 7 community colleges, 14 junior colleges, and 21 technical colleges. Next, a fact sheet presents data on enrollments, faculty, programs, accreditation, general fee or tuition, and philosophy, including the following information: (1) 1984 fall enrollment figures showed 55,752 students enrolled full- and part-time in state two-year colleges for credit courses; (2) minority students make up 23.7% of the headcount in state community colleges, 20.5% in junior colleges, and 35% in technical colleges; (3) the two-year colleges employ 1,835 full-time instructors and 1,242 support personnel; and (4) the maximum general fee for Alabama residents enrolled full-time is $150 per quarter. (RO)

ED 271 154 JC 860 363

Cortada, Rafael L.
The New Immigrants: Implications for Educators.
PUB DATE- 31 Mar 86
NOTE- 7p.; Paper presented at the Annual Convention of the National Catholic Educational Association (Anaheim, CA, March 31-April 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; College Role; Community Colleges; *Cultural Awareness; *Cultural Pluralism; *Educational Change; *Immigrants; Minority Group Influences; Teacher Education; *Teacher Role; Two Year Colleges

The implications of cultural pluralism for teachers are enormous and largely unstated and unanalyzed. The elements of demographic change that challenge the nation include the influx of new populations, the cultural diversity among native-born groups, and the growth of minority populations especially in major and secondary urban centers and among younger population cohorts. For American education, meeting the challenge of cultural diversity involves: (1) efforts to reverse the trend toward homogeneity among teaching staffs to ensure that teachers reflect the growing diversity of students; (2) development of teacher education programs that prepare teachers to deal with students with a variety of language bases, value systems, and learning styles; (3) emphasis on second language learning in the elementary/secondary curriculum; (4) development of student assessment efforts that define strengths as well as weaknesses; (5) understanding of cultural determinants of cognitive style; and (6) the creation of learning environments that are supportive and responsive to very different individuals. Educators will have to analyze the implications of cultural pluralism with more realism and candor to find the educational path that will promote the cohesiveness and literacy of the nation. (RO)

ED 271 181 JC 860 396

Cloud, Robert C.
Quality Circles in the Community College.
PUB DATE- 17 Feb 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; *College Planning; *Community Colleges; *Participative Decision Making; Problem Solving; *Quality Circles; Two Year Colleges

Background information on the history and use of quality circles is provided in this paper, along with a discussion of the applicability of this management technique to the community college setting. First, introductory material is presented on the development of the approach in the early 1950s, its widespread use in the industrial and business community in Japan, and the effect of the technique on quality control. In the next section, a quality circle is defined as a group of workers from the same area who meet each month to discuss their problems, investigate causes, recommend solutions, and take corrective action when authority is in their purview. Next, a profile of the quality circle is presented, focusing on factors such as costs, training, group membership, the roles of facilitators and steering committees, philosophical considerations underpinning the concept, commonly used techniques (e.g., brainstorming, problem solving, data gathering, and theme development), and pitfalls to be avoided. After pointing to the features of the quality circle approach that make it applicable to an educational setting, the paper sets forth fundamental principles to assist in implementing quality circles (e.g., creative problem solving is used; the purpose of the problem solving is improvement of the product, production, etc.; and the problem solving has positive consequences for the group and is future oriented). In the next section, ways of overcoming administrative resistance are discussed, and classified, maintenance, and custodial staffs are suggested as initial target groups. Concluding comments stress the importance of training and actual decision-making power to the effective use of quality circles. (EJV)

ED 271 208 PS 015 869

Weinstein, Loribeth

Family Day Care: An Overview of Issues and Trends and Barriers to Home Day Care: Zoning Restrictions Block Operation of Family Day Care Homes.

Children's Foundation, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Sep 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Certification; *Child Caregivers; *Community Zoning; Costs; *Court Litigation; Early Childhood Education; *Family Day Care; *School Age Day Care; State Programs; Teacher Salaries
IDENTIFIERS- *Group Day Care; *Infant Care; Regulatory Programs

A variety of issues and problems in family day care are surveyed in two brief papers. The first paper notes that the majority of children under the age of 2 years, who are currently being cared for outside the home, are being cared for in family day care settings. One of the attractions of this kind of care is its relatively low cost compared to center-based care; nevertheless, infant care continues to be the most costly part of the child care system. While helping to elevate the status of family day care providers, this rapid influx of infants into the home day care market promotes a division of day care stages: family day care for children up to about age 3, and preschool, center, or nursery programs afterwards. Effects of this trend include a continued shift in the composition of day care homes and a more formal educational orientation in preschools. Additionally, family day care homes often unofficially provide care to school age children and thereby jeopardize their licenses. Group homes appear to be a growing trend in the expansion of family day care. More middle class women are providing child care at home. Seventy percent or more of all family day care remains unregulated. The second paper takes up a particular problem, namely, the increased frequency with which the operation of family day care homes is being jeopardized by restrictive local zoning requirements and covenants. Many providers have been brought to court or before a hearing board by complaining citizens residing in single-family areas. Increasingly, they are fighting back. (RH)

ED 271 224 PS 015 897

Cortez, Carmen P.
Minority Families Preventing Child Abuse and Neglect through Parenting Education.
PUB DATE- Mar 86
NOTE- 24p.; Paper presented at the Eterna International and the International Society for Research in Parenting Annual Parenting Symposium (2nd, Philadelphia, PA, March 6-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Modification; *Child Abuse; Child Neglect; Day Care; Early Childhood Education; High Risk Persons; Home Visits; *Mexican Americans; Minority Groups; Mothers; Outreach Programs; Parent Child Relationship; *Parent Education; *Prevention; Young Children
IDENTIFIERS- *Avance San Antonio Inc

The main purpose of Avance-San Antonio, Inc. is to strengthen and support families, especially "high risk" Mexican American families, and to help to prevent child abuse and neglect through parenting education services. Avance actively reaches out to the Hispanic population in their own neighborhoods through door-to-door recruiting, flyers, and "word of mouth" communication. The Avance services provide a nine-month comprehensive parenting education program for both parents and their children under four years, consisting of both center-based and home-based activities. Center-based activities for the children include day care services which provide language stimulation activities; a well-balanced, nutritious lunch program; and interaction with other children and caregivers. Center-based activities for the parents (usually mothers) include toy-making classes; parenting education classes; support services or resources; and trips to the library and other field trips. The home-based activities consist of home visits in which the Avance staff observes and videotapes the parent interacting with the child in a playing activity in order to determine how much progress is being made in enhancing parenting skills. The home visits also serve to meet the special parenting needs of the participants. Through learning new parenting skills and modifying their parenting behavior, parents are motivated to change the course of events for themselves and their children. (BB)

ED 271 239 RC 015 742

Occupational Resources: Career Information. CHOICE (Challenging Options in Career Education). Grade 3 .

Mid-Hudson Migrant Education Center, New Paltz, NY.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- 83

NOTE- 300p.; For related documents, see ED 248 086 and RC 015 743.

GRANT- 28-84-0023

AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Career Awareness; Career Choice; *Career Education; Career Exploration; Grade 3; *High Interest Low Vocabulary Books; *Instructional Materials; Job Skills; Language Arts; Learning Activities; *Migrant Education; *Occupational Clusters; *Occupational Information; Open Book Tests; Reading Materials; Secondary Education

IDENTIFIERS- *CHOICE (Career Education Curriculum)

Designed to teach migrant students about the world of work and how academic subjects relate to jobs and careers, this illustrated CHOICE (Challenging Options in Career Education) Occupational Resources text provides career and job information and basic job market entry skills information for junior and senior high school students written at a third grade reading level. Using stories, fact sheets, cartoons, poems, and interviews, the text describes the skills, tasks, tools, training, work environment, and advancement opportunities for 60 occupations from 15 different work clusters: agribusiness, arts and humanities, business and office, communication and media, construction, consumer and homemaking, environment control, health and safety, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public services, and transportation. Sections on each occupation conclude with a set of self-quiz questions. Occupations included are cooperative extension agent, horticulturist, organic truck farmer, bilingual adult instructor's aide, studio musician, keypunch operator, small business owner, library technician, telephone operator, heavy equipment operator, painter/paperhanger, day care worker, hotel cook, stock clerk, exterminator, surveyor, dental assistant, x-ray technician, executive housekeeper, ski instructor, optical mechanic, upholstery repairer, fish hatchery technician, auto parts salesworker, buyer, building maintenance worker, cosmetologist, minister, paralegal, diesel mechanic, and taxicab driver. (NEC)

ED 271 268 RC 015 827

Montoya, Ricardo Anzaldua, Ed.; And Others

International Inventory of Current Mexico-Related Research. Volume 4.

California Univ., San Diego. Center for U.S.-Mexican Studies.

SPONS. AGENCY- California Univ., Riverside. Consortium on Mexico and the United States.; Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.; William and Flora Hewlett Foundation, Palo Alto, Calif.

PUB DATE- Dec 84

NOTE- 335p.

AVAILABLE FROM- Center for U.S.-Mexican Studies, D-010, University of California-San Diego, La Jolla, CA 92093 ($10.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Agriculture; Anthropology; Biological Sciences; Educational Research; Environmental Research; Foreign Countries; Forestry; Health; History; Humanities; *International Relations; *International Studies; Mexican Americans; Oceanography; Physical Sciences; Program Descriptions; Researchers; *Research Projects; *Scientific Research; *Social Science Research

IDENTIFIERS- Chicano Studies; *Mexico; *United States

The fourth annual research inventory describes 728 Mexican-related research projects being conducted in 1984 or to begin in 1985 in 14 countries. Data come from questionnaires sent during 1984 to more than 1,800 individual researchers and 650 institutions around the world. Each project description provides names and addresses of principal and co-principal investigators, project title and abstract, date begun and estimated completion date, funding sources, and project-generated publications. Research project descriptions are organized under 10 general subject headings: Mexican studies, Mexico and the world, border studies, Chicano studies, agricultural and forestry sciences, biological sciences, environmental studies, health studies, marine sciences, and physical sciences. Coverage of projects dealing with Mexican history, border studies, marine sciences, and Mexican international economic and political relations has been expanded in the present volume. New sections have been added on communication, economics, political economy, environmental studies, and forestry studies. Distribution by academic disciplines of research projects reported in the Inventory is represented in chart form. A subject index, index of researchers, index of organizations and institutions, and list of abbreviations and acronyms are provided. (LFL)

ED 270 994 FL 015 759

Hoff, Roma
The Miracle Happens "Over There": Tracing the Development of Productive Skills of Two Study Abroad Students.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the Central States Conference on the Teaching of Foreign Languages (18th, Milwaukee, WI, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Students; *Educational Environment; Higher Education; *Language Skills; *Oral Language; Second Language Learning; *Skill Development; Spanish; *Study Abroad; Time Factors (Learning); *Written Language

The changes in written and spoken Spanish proficiency of two college students during a semester of study in Spain are examined in their oral and written performance and in their grades at a Spanish university. Both students were initially rated, according to American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines, at Intermediate Mid in oral proficiency interviews, and on returning to the United States they were rated Intermediate High/Advanced and Advanced Plus. One student had also overcome lifelong timidity and a dislike of interviews. Letters written at regular intervals to a teacher in the United States, when examined according to ACTFL proficiency guidelines, showed increased creativity and naturalness and reduced errors; the language proficiency in the last letters was rated Advanced Plus. The grades and comments received by both students on their Spanish university transcripts were high. It is concluded that the students were highly motivated during their study abroad and did course work superior to what they would normally do at home. (MSE)

ED 271 011 FL 015 776

El Nil El Fadil, Hamed
Educational Theory and TESL/TEFL: Where the Antipathy Has Led To.

PUB DATE- Apr 84
NOTE- 9p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Theories; *English (Second Language); *Instructional Improvement; *Interprofessional Relationship; Language Teachers; Linguistic Theory; Researchers; Research Needs; Second Language Instruction; *Teaching Methods; *Underachievement

This paper argues that the failure of second and foreign language educators to keep abreast of developments in curriculum and instructional design has led to inefficient teaching and consequently to underachievement in many classes of English as a second language (ESL). Of all the factors influencing second language achievement, it is maintained that teachers can control only the learner's motivation and the quality of instruction, areas in which the linguist has little to offer. The ESL teaching profession must now turn to educational theorists to find the answers to most problems in the foreign language classroom. There needs to be a return to a systematic, objective-based approach using lesson plans and operationally defined objectives. Collaboration with researchers in the general field of teaching will be necessary to develop effective language teaching theory, and bridges need to be built between departments of linguistics and departments of curriculum and instruction. (MSE)

ED 271 312 SE 046 666

Takats, Martha C.

Writing Your Own Interactive Software for the Macintosh.

PUB DATE- Dec 85
NOTE- 12p.; For further information about the program described in this document, contact Martha C. Takats, Ursinus College, Collegeville, PA 19426.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Science; *Computer Graphics; *Computers; Computer Science Education; Higher Education; *Physics; *Programing; Science Education; Secondary Education; Secondary School Science
IDENTIFIERS- *Apple Macintosh; *Basic Programing Language

This paper describes Macintosh features which can be used in writing interactive programs. A program written in Microsoft BASIC (version 2.0 interpreter) is described which is used to produce plots of electric field produced by two-dimensional arrangements of point charges. It demonstrates the use of pull-down menus, windows on the screen, the mouse, and buttons to make the program highly interactive. Actual screen graphics are included, but no program code is included. (JM)

ED 271 341 SO 017 213

Patchen, Jeffrey H., Ed.
Music Curriculum Catalog, 1985-1986.
National Council of State Supervisors of Music, Reston, VA.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum Development; Curriculum Enrichment; Curriculum Guides; Elementary Secondary Education; Evaluation Methods; *Music; *Music Activities; Music Appreciation; *Music Education; Music Teachers; State Curriculum Guides

This music curriculum catalog contains a current listing of music education curriculum materials available upon request from state supervisors of music. The catalog provides a compendium of the latest music curriculum materials for music educators involved in planning, writing, revising, or evaluating music curriculum. The catalog contains entries from over thirty states in all areas of music curriculum including: music/arts curriculum guides; planning models, planning information, and music testing/assessment; music teacher training and licensing; music/arts graduation and time requirements; identification of exemplary/model music programs; and music curriculum specialists, clinicians, and experts used during the 1985-86 school year. (RSL)

ED 270 964 FL 015 692

Weitz, Margaret Collins
Introducing "La Francaise" to the Classroom.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; Cultural Education; *Curriculum Development; *Females; *Feminism; Foreign Countries; *French; *French Literature; Laws; Literature Appreciation; Mass Media; Politics; Second Language Instruction
IDENTIFIERS- *France

Some of the reasons for including a study of "la Francaise" in the French curriculum are: the increased participation of women in French society, Franco-American dialogue on feminist issues, and the long tradition of women writers in France. American feminists have visited France, and major changes in French women's rights and development of feminist organizations have occurred since 1970. A variety of strategies for the classroom are suggested. These include: (1) a historical survey, for which much material is available, and surveys of women's role in the family, education, the world of work, and "causes celebres," such as pacifism, abortion, or rape; (2) notable French women and the extent to which they were representative of or unusual for their periods in history; (3) the press (women's writing and women's exploitation); (4) politics (the process of gaining legitimacy, the Napoleonic Code); and (5) the arts (women's contributions and women's portrayal). A list of print and nonprint resources and the text of the "Code Napoleon" concerning marriage and divorce are appended. (MSE)

ED 271 028 FL 015 800

English Teaching Profile: Sierra Leone.

British Council, London (England). English Language and Literature Div.

PUB DATE- Mar 86

NOTE- 17p.; Supersedes ED 231 198.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Creative Writing; Diglossia; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; Official Languages; Postsecondary Education; Research Projects; Teacher Characteristics; *Teacher Education; Technical Assistance

IDENTIFIERS- *Sierra Leone

This review of the status of English language instruction in Sierra Leone provides an overview of the role of English in the society in general and outlines the status of English use and instruction in the educational system at all levels (preprimary, elementary, secondary, higher, vocational, adult, and teacher education). Topics covered are: the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. Although English maintains its role as the common language and the first official language, high standards of usage are giving way to a more functional and less correct form of English, and political and ethnic influences have polarized English and native language usage. An organizational chart of the ministry of education and a list of recommended books for eight levels and for teachers are appended. (MSE)

Florida Computing Activities, 1986.

Florida State Dept. of Education, Tallahassee. Office of Educational Technology.

PUB DATE- 86
NOTE- 90p.; A reference guide prepared for the Florida Instructional Computing Conference (6th, Orlando, FL, January 21-24, 1986); see IR 012 176.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computer Uses in Education; *Educational Administration; Elementary Secondary Education; Higher Education; Instructional Innovation; *Microcomputers; School Districts; State Departments of Education
IDENTIFIERS- *Florida

Designed to provide descriptions of computing activities in Florida's school districts, postsecondary institutions, and the State Department of Education (DOE), this report is organized into activities at four levels--K-12, community college, university, and DOE. Information gathered from a majority of Florida's 67 school districts is divided into the following categories: (1) the district; (2) the name of the contact person and his/her title, address and phone number; (3) instructional and administrative uses of microcomputers with corresponding grade levels and brands of computer used; and (4) a brief description of the district's instructional and administrative uses for computers. Information for computing activities at community colleges, universities, and the DOE includes: the name of the institution, or office; the name, title, address, and telephone number of the contact person; and a brief description of that agency's instructional and administrative utilization of computer technology. A list of instructional computing contacts for Florida's school districts, colleges/universities, and community colleges is also provided, as well as computing contacts for exceptional education. (JB)

ED 271 112 IR 051 549

The Changing System of Scholarly Communication.

Association of Research Libraries, Washington, D.C.

PUB DATE- Mar 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; *Communication (Thought Transfer); Higher Education; Position Papers; *Research Libraries; *Scholarly Journals; *Scholarship; *Technological Advancement
IDENTIFIERS- *Association of Research Libraries

The purposes of this paper are twofold: to present perceptions held within the research library community about changes taking place in the scholarly communication system and through the presentation of these views to stimulate dialog among the major participants in the system. The paper comprises five major sections. A section on the scholarly environment includes a definition of scholarly communication together with brief discussions of the influence of technology, elements of change, the rate of change, and the role of the library. A discussion of scholars addresses production quantity and the relationship between scholars and libraries. The section on publishers covers their role in scholarly communication, new technologies, costs, and growth. The section on the record of scholarship covers diversity of communication techniques and control of and access to information. The final section identifies users of the record of scholarship and briefly addresses mechanisms for the exchange of ideas, changing user behavior, impediments to the free flow of information, and the role of the Association of Research Libraries (ARL). (THC)

ED 271 194 PS 015 457

Child Care: Exploring Private and Public Sector Approaches. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, Second Session (San Francisco, CA, June 18, 1984).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 85
NOTE- 229p.; Some pages contain small print and may not reproduce well.
AVAILABLE FROM- Publication Centre, 880 Bay Street, 5th Floor, Toronto, Ontario M7A 1N8 Canada.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anxiety; Child Rearing; Cost Effectiveness; *Day Care; *Disabilities; Early Childhood Education; Educational History; Emotional Experience; *Employed Parents; *Employer Supported Day Care; Family Day Care; Family Problems; Hearings; Hispanic Americans; *Latchkey Children; Prevention; *Public Policy; Respite Care; Sexual Abuse; Social Networks
IDENTIFIERS- Business Role; Congress 99th; Sick Child Care

Testimony was heard concerning unmet needs for child care and current child care policy. Appearing before the Committee were California government officials, agency administrators and directors, school district officials, psychologists, anthropologists, and other researcher/practitioners, doctors, lawyers, parents, and children. Testimony covered the following topics: experiences of latchkey children; child care issues unique to disabled children and their families; respite care; working parents' difficulties in finding acceptable child care; changes in parents' anxieties about child care; child sexual abuse in child care centers; problems encountered in starting a nonprofit, business-sponsored child care center; incentives necessary to encourage developers' and businesses' involvement in child care; child care providers' needs; the costs of quality care; preventive services to families; the history of child care in California; the California Child Care Resource and Referral Network; the Child Care Law Center project; Nevada's Child Care Service Bureau; the San Francisco schools' Child Development Programs; training needs for family day care providers; a family day care home delivery system; the satisfactions of full-time parenting; and sick child day care. Also included in the committee print, among other and supplemental materials, are a paper on services to Hispanic children in California's child development programs and a feasibility report on employer-sponsored child care. (RH)

Navajo Student Enrollment & Basic Educational Data: Navajo Area School Systems SY-1984-85.

Navajo Tribe, Window Rock, Ariz. Div. of Education.

PUB DATE- 85
NOTE- 136p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Administrators; *American Indian Education; American Indians; Bilingual Education; Elementary Secondary Education; *Enrollment; Enrollment Trends; Parochial Schools; Preschool Education; *Public Schools; *School Statistics; *Teacher Distribution; Tribes
IDENTIFIERS- *Bureau of Indian Affairs Schools; Mission Schools; *Navajo (Nation); Tribally Controlled Schools

During school year 1984-85, 61,586 Navajo preschool-grade 12 students were enrolled in 241 schools serving the Navajo Nation in Arizona, New Mexico, and Utah. Approximately 62.8% of the Navajo students attended 157 public schools, while 25.4% attended 53 Bureau of Indian Affairs (BIA) operated schools, 6% attended 9 community-controlled and 22 mission schools, and 5.8% attended preschools under the Division of Navajo Child Development. Navajo student enrollment appeared to be increasing at a rate of 01.4% per year. BIA schools showed the lowest rate of increase (00.7%), with public school enrollments increasing at 01.9% per year and contract school increasing at 3.4% per year. Only two of the 26 public school district superintendents were Navajos. Of the 423 administrators in Navajo area schools, 110 were Navajos, with 64% administering the contract schools. While only 739 of the 4,839 teachers were Navajos, 1,160 of the 1,638 teacher aides were Navajos. A total of 38 schools were accredited by the North Central Accreditation Association: 14 BIA schools, 21 public schools, 2 contract schools, and 1 mission school. Most schools taught Navajo history, government, and culture; and bilingual instruction was delivered by teacher aides in most public and BIA schools. (NEC)

ED 271 282 RC 015 851

Pollack, Susan L.
The Hired Farm Working Force of 1983: A Statistical Profile. Agricultural Economic Report No. 554.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Jun 86
NOTE- 52p.; For the 1981 report, see ED 238 620.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Age Differences; *Agricultural Laborers; Blacks; Census Figures; Demography; Educational Attainment; Employed Women; *Employment Patterns; *Employment Statistics; Ethnic Groups; *Farm Labor; Geographic Distribution; Hispanic Americans; Labor Force; *Migrant Workers; Place of Residence; Seasonal Laborers; Sex Differences; *Socioeconomic Background; Tables (Data); Wages; Whites; Worker Days

In 1983, about 2.6 million people 14 years of age and older did hired farmwork. Most of the woekers were White (73%), under 25 years old (50%), and male (78%). Hispanics made up 13% of the work force, and Blacks and other minority groups made up 14%. There were significant regional differences in racial/ethnic composition. Hispanic workers were concentrated in the Southern Plains, Mountain, and Pacific farm production regions. Blacks and others were predominantly located in the Southeast, Delta, and Appalachian regions. Only 16% of hired farm laborers lived on farms. Their median level of education was 10.7 years. Their average number of days of farmwork was 100. Regular and year-round farmworkers (those working 150 days or more) made up only one-fourth of the work force but accounted for over two-thirds of the worker-days. Overall, hired farmworkers earned an average of $4,815 from both farm- and nonfarmwork, of which $3,138 came from farmwork. Only 9% of hired farmworkers were migrants. The number of hired farmworkers did not change much during the last decade. However, the composition of the work force did change: workers in 1981-83 were older and did more days of hired farmwork than workers in 1971-73. (JHZ)

Eichler, Margrit; Bullen, Mary
Families in Canada: An Introduction. Curriculum Series/50.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0301-2
PUB DATE- 86
NOTE- 61p.; For the teacher's guide, see SO 017 286.
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($9.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Birth Rate; Divorce; Educational Resources; *Family (Sociological Unit); *Family Characteristics; Family Environment; *Family Life; Family Size; *Family Structure; Foreign Countries; High Schools; Instructional Materials; *Parenthood Education; Remarriage
IDENTIFIERS- *Canada

The myths and realities of Canadian families in the past and in the present are examined. This booklet is designed to introduce 11th and 12th grade students to concepts of families from a sociological perspective. Students analyze the facts and construct logical approaches to social issues affecting families and society. Seven chapters are included: Our Images of Families in the Past: Myth or Reality? Industrialization and Households; Life Expectancy and Fertility; Marriages and Parenthood; Divorce and Custody; Remarriage Families; and Conclusion. At the end of each chapter there is a glossary of terms helpful for reading comprehension. There are facts and questions throughout each chapter which encourage investigation, and suggestions for activities which allow students the opportunity to utilize the main concepts are provided. (RSL)

ED 271 043 HE 019 404

Mangrum, Charles T., II, Ed.; Strichart, Stephen S., Ed.

Peterson's Guide to Colleges with Programs for Learning-Disabled Students.

REPORT NO.- ISBN-0-87866-327-4
PUB DATE- 85
NOTE- 314p.
AVAILABLE FROM- Peterson's Guides, 166 Bunn Drive, P. O. Box 2123, Princeton, NJ 08540 ($13.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTORS- Academic Advising; Accessibility (for Disabled); Ancillary School Services; College Admission; College Choice; College Programs; *College Students; Diagnostic Tests; *Higher Education; *Institutional Characteristics; *Learning Disabilities; Remedial Programs; *Special Programs; *Student Personnel Services

A guide to 279 college and universities offering full-service programs for students with dyslexia and other learning disabilities (LDs) is presented. An introductory section discusses what LDs are, what college students with LDs are like, why colleges began providing programs for these students, admissions and support after admission, and how high schools can help qualified students with LDs prepare for college. Nine steps are recommended for selecting suitable colleges. The profiles of the 279 colleges provide information on the college, undergraduate programs, and services for LD students, including: institutional control and type, student body characteristics, system affiliation, funding data, degrees awarded, institutional and program accreditation, campus setting, enrollments, faculty, calendar, grading system, library holdings, expenses, financial aid, athletics, major fields of study, LD services, fees, staff, admissions, orientation, housing, diagnostic testing, tutoring, basic skills remediation, academic advisement, special courses, auxiliary aids/services, and counseling. For each school, a chart is provided that shows the key features of the college's LD program. Geographical and alphabetical indexes to the colleges are included, along with a list of resource organizations, with addresses and phone numbers. (SW)

Interprovincial Comparisons of University Financing. Seventh Report of the Tripartite Committee on Interprovincial Comparisons.

Council of Ontario Universities, Toronto.; Ontario Council on University Affairs, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

PUB DATE- Apr 86
NOTE- 63p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Expenditure per Student; Expenditures; *Financial Support; Foreign Countries; *Higher Education; Income; Operating Expenses; *Resource Allocation; *State Aid; Student Financial Aid
IDENTIFIERS- *Canada; *Financial Indicators

Canadian interprovincial comparisons of university financing are presented for 1983-1984, with attention to: financial support provided to universities, how university financing fits into each government's priorities, and the proportion of provincial resources directed toward university financing. Information is provided on the following eight indicators: provincial operating grants per student, provincial operating grants per capita, provincial operating grants plus student aid per capita, provincial operating grants plus fees per student, total operating income per student, provincial operating grants plus student aid as a percentage of provincial gross (government) expenditure, provincial operating grants per $1,000 of provincial personal income, and total university operating expenditure as a percentage of provincial gross domestic product. The values of the eight indicators for 1974-1984 are reported. Appendices include financial and enrollment data by province, and guidelines and definitions on which interprovincial comparisons are based. All data pertain to the operating fund, which accounts for the costs of instruction and research, academic support services, administration, plant maintenance and other operating expenses of the university financed by fees, grants, and other general income. (SW)

ED 271 071 HE 019 452

Cameron, Kim S.
Assessing and Improving Institutional Effectiveness.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 70p.
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletics; Educational Finance; *Educational Quality; *Evaluation Criteria; *Higher Education; *Institutional Evaluation; *Organizational Effectiveness; *Reputation
IDENTIFIERS- *Fault Tree Analysis

Information to promote assessment of organizational effectiveness in colleges and universities is presented, along with an exercise to rank the effectiveness of 10 institutions. The exercise uses three types of criteria to indicate effectiveness: subjective ratings, data about students and activities, and institutional capacity and financial health. In ranking the colleges, the respondent is to generate three rank-order lists based on the perspectives of three different individuals: a high school senior who is choosing a college, a highly qualified Ph.D. who is selecting a college as an employer, and an official of a foundation who is looking for a college to fund. Information is provided on: questions to ask and ways to measure organizational effectiveness in higher education; factors affecting job attitudes; advantages of focusing on faults instead of on indicators of institutional effectiveness; a procedure for assessing ineffectiveness; fault tree analysis; the nominal group technique; computing a strategic path; nine dimensions of organizational effectiveness; a comparison of effectiveness for declining, stable, and growing schools; and a comparison of effectiveness of unionized and nonunionized institutions. (SW)

ED 271 085 HE 019 468

Teaching, Technology, and the Future.
New Mexico State Univ., Las Cruces.
PUB DATE- Jan 85
NOTE- 237p.; Contains 15 papers on this theme from: "Teaching to Potential." Proceedings of the Regional Conference on University Teaching, (1st, Las Cruces, NM, January 9-10, 1985), see HE 019 471.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advance Organizers; Artificial Intelligence; *College Instruction; *College Science; *Computer Oriented Programs; Curriculum Development; *Educational Television; Engineering Education; Futures (of Society); Higher Education; Information Systems; Microcomputers; Teacher Student Relationship; *Technological Advancement; *Technology

Research findings on college instruction and technology and the future are discussed in 15 papers from the first Regional Conference on University Teaching at New Mexico State University. Titles and authors are as follows: "Technology, Teaching, and the Future" (William F. May); "Bauhaus Experience: A Team Method of Teaching Technology" (Euguene W. Balzer); "Advance Organizer: An Effective Pre-Instructional Strategy" (Moon K. Chang); "Teaching, Technology, and the Meditative Pause" (Jim W. Corder); "The Concept of the Rio Grande Institute" (George A. Cowan); "Reaching for the Potential" (Paul R. Dingman); "Integrating Information Technologies into Learning: Decision Criteria for Faculty and Administrators" (David R. Holmes); "Hands-On Program of IBM-PC Training at Los Alamos National Laboratory" (Ruth Lier); "Educating the Information Society, Revised" (Gary M. Moulton); "Artificial Intelligence and

the University Covenant: Speculations about the Impact of Technology on the Purposes of Education" (Eugene Potter); "Teaching, Technology, and the Future" (Eugene Ross); "'Magatrends' in Higher Education" (James W. Schreier); "A Bright Future for Instructional Television through Technology" (Darrel Schroder, Anthony Tarquin, Lionel Craver); "Can Computer Attitudes Inhibit Teaching to Potential" (Sara Dawn Smith); and "Instructional Television Fixed Service: The Challenge to Educational Institutions (Kim B. Walker). (SW)

ED 271 128 JC 860 011

Knudstrup, Katherine; And Others
Developmental Disabilities: A Summary of Major Classifications and Glossary of Terms. Parent Awareness Program, 1982-1983. Revised.
Delta Coll., University Center, MI. Allied Health-Community Affairs.
SPONS. AGENCY- Michigan State Dept. of Mental Health, Lansing.
PUB DATE- 83
NOTE- 123p.; For other manuals in this series, see ED 266 828-832.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Autism; *Cerebral Palsy; Child Development; Definitions; Developmental Disabilities; *Epilepsy; Etiology; *Learning Disabilities; *Mental Retardation; *Parent Education

Designed for use in adult education courses for parents of developmentally disabled children, this manual provides basic information about major categories of disabilities and a glossary of commonly encountered terms. After an introductory overview, the manual provides information about the characteristics and etiology of five disabling conditions: (1) mental retardation, including a special section on Down's Syndrome; (2) cerebral palsy, with sections focusing on spasticity, athetosis, ataxia, rigidity, tremor, and mixed types of cerebral palsy; (3) epilepsy, including information on types and manifestations of seizures, drug therapy, and first aid; (4) autism; and (5) learning disabilities. Appendices provide essays on treatments for epilepsy and theories on causes of autism. An extensive glossary for developmental disabilities, includes definitions of commonly used general special education terms, professional jargon and difficult to understand statements, frequently used abbreviations, and categorical areas of impairment. A list of journals available to parents, a bibliography, and a key to clinical abbreviations conclude the manual. (AYC)

ED 271 141 JC 860 345

Kangas, Jon Alan

Matriculation: Profiles of Practices in California Community Colleges. Part III of III.

Learning Assessment Retention Consortium of the California Community Colleges.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- 15 Nov 85

NOTE- 182p.; Developed under a Fund for the Improvement of Instruction grant. For related documents, see JC 860 343-344.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Advising; *Academic Standards; Admissions Counseling; *College Admission; College Attendance; *Community Colleges; Educational Counseling; Institutional Research; School Orientation; *School Policy; State Surveys; *Student Evaluation; *Student Personnel Services; Testing Programs; Two Year Colleges

IDENTIFIERS- *California

A study was conducted by the Learning Assessment Retention Consortium of the California Community Colleges to determine the extent to which the state's community colleges had implemented matriculation practices which were recommended by the Board of Governors in 1984, but which had not received state funding. The study investigated college practices with respect to the six components of the Board of Governors matriculation plan (i.e., admissions, orientation, pre-enrollment assessment and educational planning, academic advisement/counseling, student follow-up, and institutional research). Study findings, based on responses from 70 of the 108 colleges, included the following: (1) 94% of the

colleges had a computerized system for keeping track of student majors, and 74% had a method for keeping a longitudinal record of a student's performance and progress; (2) about 54% of the colleges had an orientation as part of their admissions process, although many of the colleges were not providing orientations for all new students; (3) 66% required assessment of skills for all new students, and 86% had some form of required or optional special testing for students with possible learning disabilities; (4) 44% provided counseling for all new students, and 66% provided counseling for those who requested it; (5) 83% were able to follow up students on disqualification status, 66% were able to follow up students on probation, and 46% followed up students listed by faculty as being in academic difficulty; and (6) only 27% of the colleges kept track of the matriculation steps a student completed and 30% tracked educational objectives. The study report includes profiles of the matriculation activities of all 70 responding colleges. (RO)

ED 271 168 JC 860 382

Megginson, W. J., Ed.
Community College Humanities Review, 1985-86, Number 7.
Community Coll. Humanities Association.
PUB DATE- 86
NOTE- 133p.; For prior issues of this journal, see ED 242 359 and ED 255 272.
AVAILABLE FROM- Community College Humanities Association, Community College of Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19130 ($7.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; *Community Colleges; Educational Change; Educational Quality; Education Work Relationship; *Humanities; *Humanities Instruction; Relevance (Education); Two Year Colleges

Designed as a forum for discussion of substantive issues in humanities disciplines and the place of the humanities in higher education, this journal offers articles, book reviews, and reports covering a variety of humanities-related topics. This issue contains: (1) "The Feasibility of Educational Change," by Richard Ekman; (2) "The Humanities and the Idea of Excellence," by Catharine R. Stimpson; (3) "Innovation and Tradition," by Thomas V. Litzenburg, Jr.; (4) "On The Importance of History in the Curriculum," by William R. Cook; (5) "Liberal Arts Across the Curriculum: The Basis for Education," by Richard A. Wright; (6) "Work and Liberal Learning," by George T. Karnezis; (7) "Memory as Method: Literature and Writing about Work," by Janet Zandy; (8) Elnora Rigik's "A Call for Renewal in America," a review of "Habits of the Heart: Individualism and Commitment in American Life," by Robert N. Bellah, et al; (9) Robert R. Lawrence's "Critical Thinking, Liberal Thinking, and Writing," a review of "Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating and Improving Student Performance," by Edward M. White and "A New Case for the Liberal Arts: Assessing Institutional Goals and Student Development," by David G. Winter, et al; (10) Max Reichard's review "Three Reports on Curriculum Reform and Excellence in Higher Education," which discusses "To Reclaim a Legacy," by William J. Bennett; "Involvement in Learning," by the Study Group on the Conditions of Excellence in American Higher Education; and "Integrity in the College Curriculum," by Frederick Rudolph, et al; (11) the Humanities Policy Statement of the American Association of Community and Junior Colleges; (12) "Literary Theory and Literature Teachers: New Life for Introductory Courses," by Carole L. Edmonds and Joseph T. Skerrett, Jr.; (13) "Toward a Bibliographic Guide to Teaching the Principles of Management through Humanities," by Donald W. Ellis and Francis Michael Stackenwalt; (14) "Cultural Literacy and Developmental Education at the Community College of Philadelphia," by Karen Bojar; and (15) "Europe in the Fast Lane, America through a Telescope," by Skip Lowery. (EJV)

ED 271 182 JC 860 397

Zigerell, James, Ed.

Telelearning Models: Expanding the Community College Community. Nine Case Studies Showing How Colleges, Alone or in Partnerships, Creatively Utilize New Delivery Systems to Reach a Variety of Student Clienteles. AACJC Issues Series No. 3.

American Association of Community and Junior Colleges, Washington, DC. Instructional Telecommunications Consortium.

REPORT NO.- ISBN-0-87117-161-9
PUB DATE- 86
NOTE- 86p.
AVAILABLE FROM- American Association of Community and Junior Colleges Publications, 80 South Early St., Alexandria, VA 22304 ($10.00--members; $11.95--nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Audiotape Cassettes; Cable Television; Communications Satellites; Community Colleges; Consortia; *Distance Education; *Educational Radio; *Educational Television; Program Descriptions; *Telecommunications; *Teleconferencing; *Telecourses; Two Year Colleges; Videodisks; Videotape Cassettes

Each of the nine articles in this monograph demonstrates the use of a particular telecommunications technology, or a mixture of technologies and media at particular community colleges. Following an introduction by James Zigerell, the monograph presents (1) "Teleconferencing: The Homebound Project at Rio Salado College," by Helen Sprawls, which shows how a telephone in the home or hospital room can offer a direct line between instructor and student; (2) "Audiocassette: A Literature Course from the Bay Area Community College Television Consortium," by George A. Willey, which offers an example of the instructional potential of audio for both direct and supplemental instruction; (3) "Videocassette: Telecourses from the Northern Illinois Learning Resources Cooperative," by Ralph G. Steinke, which explains how a community college consortium offers courses on videocassette in campus learning centers and public libraries; (4) "Videodisc: A Report on Science Laboratory Simulations," by Peter J. Dirr and Victoria Murphey, which discusses a project using videodiscs to simulate science laboratory experiences; (5) "Slide/Tape Modules: Developing Learning Materials in the North Carolina Rural Renaissance Consortium," by Norman Petty, which reports on how a newspaper article was utilized to develop adult learning modules for distance learners; (6) "Educational Access Cable: The Telecommunications System at Kirkwood Community College," by Richard Gross, which describes a model system that combines relatively inexpensive technologies to serve both an urban district and a rural area; (7) "Television: A Computer Course by TVOntario Academy," by David Walker, which shows how broadcasters and educators can work together in extending education and training; (8) "Satellite: The Learning System in British Columbia," by Kathleen Forsythe and Valerie Collins, which demonstrates how a satellite learning system can overcome adult learners' lack of time and problems of distance without sacrificing instructional quality; and (9) "Multimedia: The College of the Air at Mercer County Community College," by George Schwartz, which describes a program employing both broadcast and non-broadcast media to bring educational opportunities to area residents. (RO)

ED 271 240 RC 015 743

Occupational Resources: Career Information. CHOICE (Challenging Options in Career Education). Grade 5 .

Mid-Hudson Migrant Education Center, New Paltz, NY.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 83
NOTE- 299p.; For related documents, see ED 248 086 and RC 015 742.
GRANT- 28-84-0023
AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Awareness; *Career Education; Career Exploration; Grade 5; *High Interest Low Vocabulary Books; *Instructional Materials; Job Skills; Language Arts; Learning Activities; *Migrant Education; *Occupational Clusters; *Occupational Information; Open Book Tests; Reading Materials; Secondary Education
IDENTIFIERS- *CHOICE (Career Education Curriculum)

Designed to teach migrant students about the world of work and how academic subjects relate to jobs and careers, this illustrated CHOICE (Challenging Options in Career Education) Occupational Resources text provides career and job information and basic job market entry skills information for junior and senior high school students written at a fifth grade reading level. Using stories, fact sheets, cartoons, poems, and interviews, the text describes the skills, tasks, tools, training, work environment, and advancement opportunities for 60 occupations from 15 different work clusters: agribusiness, arts and humanities, business and office, communication and media, construction, consumer and homemaking, environment control, health and safety, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public services, and transportation. Sections on each occupation conclude with a set of self-quiz questions. Occupations included are cooperative extension agent, horticulturist, organic truck farmer, bilingual adult instructor's aide, studio musician, keypunch operator, small business owner, library technician, telephone operator, heavy equipment operator, painter/paperhanger, day care worker, hotel cook, stock clerk, exterminator, surveyor, dental assistant, x-ray technician, executive housekeeper, ski instructor, optical mechanic, upholstery repairer, fish hatchery technician, auto parts salesworker, buyer, building maintenance worker, cosmetologist, minister, paralegal, diesel mechanic, and taxicab driver. (NEC)

Coppedge, Robert O.
Developing Local Businesses as Job Providers. Hard Times: Communities in Transition.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-89
PUB DATE- Aug 85
NOTE- 6p.; For related documents, see RC 015 831-832. Best copy available.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; Community Development; Developmental Programs; Economic Development; Human Resources; *Job Development; *Linking Agents; *Program Development; *Rural Development; *Small Businesses; Technical Assistance
IDENTIFIERS- *Small Towns

Economic development efforts in small towns should focus on the birth, expansion, and retention of small enterprises. A consistent and rational policy towards new growth and an enthusiastic development team composed of individuals with knowledge of or access to others with knowledge of industrial sites, financing, utilities, labor, transportation, construction, insurance, local government, taxation, media, and environmental considerations are essential. Initial efforts of the development team should include a community inventory of existing firms and follow-up visitation to the firms to report findings and address problems or concerns. An action plan should be implemented to improve the local economic environment through development of regular business management/development courses, improvement of access to business development capital, identification and classification of industrial sites, evaluation of the need for new buildings for existing firms, examination of alternative ways to enlarge or remodel existing structures, and review of the need for vocational training and retraining programs. Economic development strategies should emphasize planning for the use of money; helping smaller, existing firms expand; assisting new firms, particularly in the areas of recordkeeping, financial planning, and management; and offering retail and service firms the same assistance available to manufacturing firms. An interviewer's survey form is included. (NEC)

ED 271 296 SE 046 650

Stone, Sally F.
Illinois Birds. Nature Discovery I.
PUB DATE- 86
NOTE- 65p.; Contains oversized poster reduced for filming.
AVAILABLE FROM- Nature Discovery Press, 119-27 College Ave., Somerville, MA 02144. (Copies free to teachers in Illinois, out of state price $5.95 plus $1.00 postage).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Ecology; Elementary Education; *Elementary School Science; Environmental Education; Experiential Learning; Field Trips; Interdisciplinary Approach; *Learning Activities; Natural Resources; *Ornithology; *Outdoor Activities; Physical Environment; Science Activities; Science Education; *Science Instruction
IDENTIFIERS- *Birds; *Illinois

The birds of Illinois and their particular habitats are explored in this guide which is a part of a series of Nature Discovery publications. The materials are designed to directly supplement the natural science curricula and to complement other subject areas including social studies, language arts, music, and art. The program is formated for students in a self-directed and participatory manner. The chapter introductions and individual exercises address the students directly. Exercises appropriate for indoor use bear a "Classroom Discovery" emblem, while outdoor activities are designated with an "Outdoor Discovery" emblem. A system of tallying points is offered at the conclusion of the activities. A teachers guide is provided and contains suggestions for each of the five student chapters. The themes of these chapters are: (1) preparing a discovery manual (focusing on the terms and concepts basic to the study of avian ecology); (2) building bird field guides (examining the processes of bird identification and habitat adaptation); (3) nature sleuthwork (including simulated and actual field investigations); (4) making environmental decisions (reviewing problems involving birds and other wildlife); and (5) nature discovery poster (providing a song about birds, a bird model, and a plan for constructing a nesting box). Pen and ink illustrations are offered throughout the document. (ML)

ED 271 313 SE 046 667

Lee, Valerie E.; Ware, Norma C.
When and Why Girls "Leak" out of High School Mathematics: A Closer Look.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.
PUB DATE- Apr 86
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). The document contains small and faint print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Females; High Schools; *Secondary School Mathematics; *Sex Differences; Social Influences; Socioeconomic Status; *Student Attrition
IDENTIFIERS- *High School and Beyond (NCES)

This paper analyzes data from High School and Beyond, a two-stage nationally representative study of goals, attitudes, experiences, and achievement patterns of high school sophomores and seniors in 1980. The present study provides an indication of levels and patterns of sex-differentiated attrition from high school mathematics courses by determining specific points at which students in general, girls in particular, leave college preparatory mathematics sequences. It identifies predictors of persistence in terms of course numbers and transition from course to course. The relationship between course-taking in mathematics and the Scholastic Aptitude Test (SAT-M) quantitative scores is examined with the aim of providing evidence on the extent to which gender differences in mathematics course enrollment "explain" gender-specific scores. The final sample (N=8321) had at least some experience in academic courses in mathematics, representing those for whom skill in mathematics is likely to be required for future success. The findings show greater attrition of females as compared to males in less advanced courses with the reverse at advanced levels. The grade in the students' last mathematics course had a negative relationship to persistence and was greater for females than males. Results showed a strong relationship between socioeconomic status and persistence in mathematics. Evidence reported indicated that mathematics course-taking had a strong positive influence on SAT-M scores. (JM)

ED 271 327 SE 046 685

Dowling, Kenneth W.; And Others
A Guide to Curriculum Planning in Science. Bulletin No. 6270.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 86
NOTE- 190p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Guides; *Educational Objectives; Elementary School Curriculum; *Elementary School Science; Elementary Secondary Education; Program Evaluation; *Science Curriculum; Science Education; Science Instruction; Secondary School Curriculum; *Secondary School Science; Student Characteristics; Student Evaluation
IDENTIFIERS- *Wisconsin

The guide begins with a discussion of the basis for science education by focusing on two questions: (1) Why teach science?, and (2) What is science? It considers science teaching and matching instruction to the learner, describes objectives for K-12 science curriculum, and analyzes decision making, providing recommendations and outlines. A process for developing a science curriculum is outlined, including worksheets for curriculum development, establishing parameters, identifying themes and learning activities, scheduling, and refining. The need for evaluation is stressed and test and item quality is reviewed. Current issues such as context of science teaching, K-6 time allocations, computers, careers, and equity in science education are considered. The curriculum is broken down by grade level: (1) K-2; (2) 3-6; (3) middle/junior high school; and (4) senior high school. At each level there is an overview, a discussion of curriculum development, a problem solving section, an elaboration of science knowledge for that level, an examination of the nature of science, a section on science, technology, and society, and a guide to evaluation. (JM)

ED 271 342 SO 017 215

Family Life and Human Development: Sample Units, K-6. Revised.
Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE- 84
NOTE- 274p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; Curriculum Guides; *Developmental Stages; Educational Resources; Elementary Education; Elementary School Curriculum; Family Involvement; *Family Life; *Individual Development; Physical Development; *Social Development

Sample unit outlines, designed for kindergarten through grade six, define the content, activities, and assessment tasks appropriate to specific grade levels. The units have been extracted from the Board-approved curriculum, Health Education: The Curricular Approach to Optimal Health. The instructional guidelines for grade one are: describing a cooperative family unit, identifying the family as a basic unit of society, comparing the growth of living things, and demonstrating an awareness of self and others. The instructional guidelines for grade two are: exploring family roles, identifying the family as a basic unit of society, comparing the growth of living things, and demonstrating a positive self-concept. Instructional guidelines for grades three and four are: exploring the influences of the family on the decision-making process, describing plant and animal reproduction, and listing similarities and/or differences between humans and animals. The instructional guidelines for grade five are: identifying and undertaking the systems of the body, identifying factors that strengthen family life, using effective interpersonal relationship techniques, and discussing growth and development patterns of individuals during puberty. The instructional guides for grade six are: understanding human reproduction, exploring how family relationships affect individual behavior, and understanding maturation and puberty. (RSL)

ED 270 980 FL 015 741

English Teaching Profile: Sarawak--Malaysia.

British Council, London (England). English Language and Literature Div.

PUB DATE- Apr 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Developing Nations; Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Instructional Materials; International Cooperation; *Language Role; Language Teachers; Postsecondary Education; Teacher Characteristics; *Teacher Education; Technical Assistance
IDENTIFIERS- *Malaysia (Sarawak)

This review of the status of English language instruction in Sarawak, Malaysia, provides an overview of the role of English in the society in general and outlines the status of English use and instruction in the educational system at all levels (preprimary, elementary, secondary, higher, vocational, adult, and teacher education). Topics covered include: the characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, English instruction outside the educational system, British and other international support, commercial opportunities related to English instruction, and other sources of information. The principal strengths of the English instruction in Malaysia are the wide use of English and government concern for continued high standards. The main weaknesses are the abandonment of a passing grade in English as a requirement for promotion in schools, lack of trained teachers, and a current austerity drive making preventive and remedial action difficult. (MSE)

ED 270 995 FL 015 760

Weinhouse, Marilyn Morse
Sheltered English: A Study in the San Diego Unified School District.
PUB DATE- 86
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Elementary Education; *English (Second Language); Immersion Programs; *Limited English Speaking; Program Design; *Program Effectiveness; Program Evaluation; Second Language Instruction; Surveys; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- San Diego Unified School District CA; *Sheltered English

Sheltered English is a method of instruction for limited-English-proficient (LEP) students based on the Canadian model of immersion education in which content is taught in English and made comprehensible to the students by special instructional techniques. The goal of the program is to enable the LEP students to acquire high levels of oral English proficiency while simultaneously achieving in academic areas. This study describes the theories underlying these programs, instructional techniques characteristic of sheltered English, and proposed curriculum designs. A questionnaire was administered to the teachers in the San Diego Unified School District's elementary school sheltered English program. The purpose of the questionnaire was to gather information about the program, examine the teachers' attitudes toward it, and identify areas in need of further research and development. The questionnaire results indicate that the teachers think the program is very effective. The program's strengths and weaknesses are discussed, and recommendations for modifications in program organization and curriculum design are made. The sheltered English Questionnaire is appended. (Author/MSE)

ED 271 012 FL 015 777

Khaled, Turki Bani
Linguistic Analysis as an Input to Course Design.

PUB DATE- Apr 84
NOTE- 20p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Organization; *Curriculum Development; *English for Special Purposes; Grammar; Medical Vocabulary; *Nursing Education; Second Language Instruction; *Structural Analysis (Linguistics); Technical Writing; Textbook Research; *Verbs

A study of the verbs used in the management sections of nursing texts looked at the use of verbs as lexical items and grammatical forms and at their form-function relationship. The analysis of verbs as lexical items attempted to establish whether or not there was a common core vocabulary among the four texts studied. The examination of verbs as grammatical forms looked at tense, modal use, and voice. Investigation of the form-function relationship focused on types of communicative function occurring in the corpus. The results suggested that the four texts were similar in the way language was used and that they form a representative sample of the language needed to teach English for special purposes (ESP) in nursing. This method of using linguistic analysis to select appropriate instructional materials and samples of authentic language is recommended for other sciences. (MSE)

ED 271 155 JC 860 364

Johnson, Berman E.
Rates of Student Retention in DeKalb Tech Programs.
DeKalb Community Coll., Clarkston, GA. DeKalb Area
Vocational-Technical School.
PUB DATE- Jul 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Attendance Patterns; Community Colleges; *School Holding Power; Technical Institutes; Two Year Colleges; *Two Year College Students

A study of student retention was conducted at DeKalb Area Technical School (Georgia) focusing on percentage rates of retention at four stages of the matriculation process: application, acceptance, enrollment, and graduation/completion. The study followed a random sample of 5,592 applicants and students between January 1984 and June 1986. Study findings included the following: (1) DeKalb Tech students generally took longer to complete their programs than scheduled; (2) retention rates varied by matriculation stage as well as program; (3) in all programs, 47% of those who applied were accepted, 76% of those who were accepted registered for enrollment, and 58% of those who enrolled accomplished graduation/completion; and (4) 21% of those who applied in all programs graduated. (EJV)

ED 271 209 PS 015 874

Miles, Sue
Value Talk: Helping Children Grow. A Workshop Presentation.
Waubonsee Community Coll., Sugar Grove, Ill.

PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Conference of the Midwest Association for the Education of Young Children (Peoria, IL, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Early Childhood Education; *Emotional Development; *Interpersonal Communication; *Interpersonal Relationship; Parent Child Relationship; *Speech Communication; Teacher Student Relationship; Training Methods;

*Values Education; Workshops

The presentation described in this booklet provides the teacher with knowledge needed to help children achieve positive emotional and intellectual growth. It explains how to engage children in talk/dialogue that will help them make profitable choices; choose healthy emotions; overcome anger, anxiety and worry; learn to control their thoughts; and retain the natural contentment that belongs to many. Among the topics discussed are children's development of values, appropriate modeling behaviors for sending messages, and the use of labels, commands, and questions to address to children. Included are exercises to help develop the values teachers and parents want children to model and later verbalize. (HOD)

ED 271 225 PS 015 898

Bell, David; And Others
Kindergarten Curriculum Guide.
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; *Educational Objectives; *Elementary School Curriculum; Health; *Kindergarten; Language Arts; *Learning Activities; Mathematics Curriculum; Music Activities; Nutrition; Physical Education; Play; Primary Education; Science Education; Social Studies

Preceded by a list of broad educational goals, subject areas of a kindergarten curriculum are specified generally in terms of domain-specific goals, skills, activities, and resources, and incidentally in terms of philosophy and suggested learning centers. Subject areas addressed include art, health and nutrition, language arts, math, music, physical education, social studies, play, and science. Concluding remarks briefly address the issues of testing and evaluating kindergarten children. (RH)

ED 270 965 FL 015 694

Cowart, Wayne
Modularity and Reading: Evidence from the Cumulative Word-by-Word Reading Task.
PUB DATE- Dec 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (60th, Seattle, WA, December 27-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; *Context Clues; *Pronouns; *Reading Comprehension; *Reading Processes; Reading Research; *Sentence Structure
IDENTIFIERS- *Referents (Linguistics)

An experiment replicating earlier research on the pronoun bias effect in reading comprehension, in which the pronoun "they" in an auditory fragment influences the syntactic analysis of an ambiguous expression, used a new technique in which words in a fragment are cumulated on an electronic monitor rather than being presented one by one. The first exercise contrasted sentences showing normal number agreement with virtually identical sentences in which a number anomaly had been introduced. The second exercise used differing assignments of reference relations. Evidence of the pronoun bias effect was found using this technique, and while it is not thought to be conclusive, it is distinct from the earlier experiment's results. This result suggests a different underlying link to the comprehension process; it suggests also that the pronoun bias effect is not an artifact of interruption of the context material in those experiments done with auditory contexts and the naming task. (MSE)

ED 271 099 IR 012 176

Roblyer, M. D., Ed.
Abstract Proceedings of the Florida Instructional Computing Conference (Orlando, Florida, January 21-24, 1986).

Florida State Dept. of Education, Tallahassee. Office of Educational Technology.
PUB DATE- Jan 86
NOTE- 149p.; For related document, see IR 012 175.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Computer Uses in Education; Curriculum Development; Elementary Secondary Education; Higher Education; Instructional Innovation; Interactive Video; *Microcomputers; Programing; Programing Languages; Teaching Methods; Technological Advancement; Videodisks
IDENTIFIERS- *Florida

Current issues in educational uses for microcomputers are addressed in this collection of 139 abstracts of papers in which computer literacy and practical applications dominate. Topics discussed include factors related to computer use in the classroom, e.g., computer lab utilization; teaching geometry, science, math, and English via microcomputers; applications of microcomputers in vocational or special education; and teaching online bibliographics searching. Several papers examine such innovative computer activities as robotics, interactive video, videodiscs, authoring systems, and artificial intelligence. Additional papers discuss the management of computer resources in K-12 and postsecondary settings, problems caused by the increased use of technology in educational systems, computer graphics, computer programming, networking, computer literacy for faculty and staff, software evaluation, and instructional design. Each abstract contains the name and address of the person to contact if more information is needed. An alphabetical index of presentors is appended. (JB)

ED 271 113 IR 051 550

Shultz, George P.
Consequences of the Age of Information.
PUB DATE- 86
NOTE- 7p.; Address presented by the U.S. Secretary of State before the Stanford University Alumni Association (Paris, France, March 21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- Economic Change; *Global Approach; *Information Dissemination; Information Needs; *Information Science; International Relations; *International Trade; Political Issues; Position Papers; *Technological Advancement
IDENTIFIERS- *Transborder Information Flow

This paper describes how the information revolution is undermining the ancient dictates of natural geography and political borders by shifting the balance of wealth and strength among nations, challenging established institutions and values, and redefining the agenda of political discourse. It is argued that if we are to seize the opportunities and understand the problems this new phase of technological transformation brings, we must grasp both its particulars and its broad outlines. The paper briefly discusses the technological, economic, political, and social dimensions of the new information age. It also reflects on some of the deeper economic and political challenges introduced by the new age and briefly considers America's response to these challenges. The paper includes discussions of the challenge to individuals and the need for an entrepreneurial spirit; the global free world challenge with respect to free trade; the relationship between individual rights and economic dynamism in terms of fundamental freedoms; the necessity for all nations--free and unfree, developing and developed--to confront the issue of international trade; and the development of a new consciousness and the challenge posed by the new information age to the individual human imagination. (THC)

ED 271 254 RC 015 804

Biakeddy, Eddie; Yazzie, Arnold D.

Resources: Substances and Alcohol Abuse Programs.

Navajo Tribe, Window Rock, Ariz. Div. of Education.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Education; *American Indian Education; American Indians; Clinics; Delivery Systems; *Drug Education; *Educational Resources; Elementary Secondary Education; *Prevention; *Program Development; Tribes
IDENTIFIERS- *Navajo (Nation)

To assist schools and community organizations in implementing the 1984 Navajo Nation Education Policy on Substance and Alcohol Abuse, the Monitoring-Evaluation and Technical Assistance office has identified resources, materials, and operational programs that should be helpful in the development of programs to prevent and combat the enormous problem of drug and alcohol misuse on the reservation. The document describes curricula, personnel, and grade levels involved in programs already established in Gallup and Farmington (New Mexico) and Window Rock (Arizona) schools. Locations, directors, and services of youth treatment programs in Chinle, Phoenix, and Window Rock (Arizona) and Gallup and Pine Hill (New Mexico) are summarized. Sources of substance and alcohol abuse curriculum materials and presentations used in Window Rock and Gallup schools are listed. Names and addresses of seven state/national organizations which can provide resource materials are also included. (NEC)

ED 271 283 RC 015 852

The Mexican-Americans and Texas Higher Education. A Report Presented to the Texas Select Committee on Higher Education (Austin, TX, June 13, 1986).

Texas Association of Chicanos in Higher Education.

PUB DATE- 13 Jun 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Basic Education; *Affirmative Action; *Articulation (Education); College Faculty; College Role; Community Colleges; Compensatory Education; *Educational Policy; *Equal Education; Futures (of Society); Governing Boards; *Higher Education; *Mexican Americans; Policy Formation; Population Growth; Postsecondary Education; Remedial Instruction; Transfer Policy; Vocational Education
IDENTIFIERS- *Texas; Texas Association of Chicanos in Higher Education

The underrepresentation of Mexican Americans in Texas higher education is a major challenge facing the state's leaders. In Texas the growing Mexican American population will constitute the majority of the labor force in 20 to 30 years. The only way to insure a healthy and productive economy for Texas in the future is to invest now in the education of this labor force. The educational attainment of Mexican Americans is falling in proportion to their share of the population growth since 1965. Participation rates for Mexican Americans on college and university faculties are also falling. These trends must be reversed. Community colleges are in a position to offer valuable educational services if their leaders recognize and respond to the needs of the Mexican American community. Statewide articulation policies are needed to guarantee that students can transfer without penalty from 2- to 4-year institutions. Remedial and compensatory programs and the open admission policy should continue. Leaders in higher education must take action to increase the representation of Mexican Americans in higher education--as students, faculty members, and decision makers. This report includes 63 specific recommendations for educational policy related to the issues of participation, community college role, articulation, remedial education, and governance. (JHZ)

ED 271 359 SO 017 286

Eichler, Margrit; Bullen, Mary
Families in Canada: An Introduction. Teacher's Guide. Curriculum Series/50.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0300-4
PUB DATE- 86
NOTE- 10p.; For the student's booklet, see SO 017 285.

AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($2.25).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Educational Resources; *Family (Sociological Unit); Family Characteristics; *Family Life; Foreign Countries; High Schools; Instructional Materials; *Parenthood Education; Teaching Guides
IDENTIFIERS- *Canada
The students' ability to analyze the world around them and the issues affecting their personal well-being and quality of life is the emphasis of this teacher's guide. The "Teacher's Notes" section lists the purpose and use for the glossary, questions through the text, suggested questions, and suggested activities found in the student's booklet. The "Ideas For Curriculum Development" section presents a number of general student behavioral objectives, issues, and ideas to supplement the seven chapters in the student booklet. The objectives may vary according to the nature of the students, their abilities, the subject area taught, and the teacher's overall presentation but can be adapted for use in most classrooms. (RSL)

ED 271 029 FL 015 801

Javetz, Esther

Interactive Video: A Tool for Developing Listening Comprehension in Second-Language Learners.

PUB DATE- Apr 86
NOTE- 77p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Computer Assisted Instruction; *Hebrew; Higher Education; *Interactive Video; Introductory Courses; *Listening Comprehension; *Material Development; Second Language Learning; *Videotape Recordings; Vocabulary Development

The development of interactive video materials for developing listening comprehension in beginning learners of Hebrew as a second language is described. Initially, videotapes presenting stories in the form of interviews set in Israel were designed and produced according to current instructional design theory. These were viewed by the prospective audience, university students in the United States. After seeing the tapes, the students studied their notes for a few minutes and were asked to write as much as they could remember of the tapes, in English, with the assistance of brief intermittent exposure to some of the tapes' visuals. A week later the same process was repeated, and the students were interviewed and quizzed. Statistical analysis of these results and the students' overall grade point averages revealed the most effective and needed program components, which were then built into an interactive program to accompany the tapes. Results of the use of the interactive program were obtained and compared to the previous results. The interactive treatments seemed to facilitate recall of both story and details for the learners who acquired the necessary Hebrew vocabulary; they seemed to facilitate success for students with moderate grade point averages as long as they had a fair amount of Hebrew vocabulary. Six pages of references are appended. (MSE)

A Review of Health Professions Requirements Studies.

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

REPORT NO.- HRA-ODAM-R-7-86; HRP-0906789
PUB DATE- Mar 86
NOTE- 164p.; Prepared under contract by SRA Technologies, Inc.
AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Allied Health Occupations; *Employment Patterns; *Health Personnel; Health Services; Higher Education; *Labor Needs; National Surveys; Population Trends; *Predictive Measurement; Professional Personnel; Research Methodology; State Surveys

Estimated and projected requirements for health personnel at the state and national levels are presented, based on a review of 56 health manpower requirements studies published between 1976 and 1986. The studies were grouped according to four methodological approaches used to make estimates: health (or medical) needs approach, professional judgment-based approach, demand/productivity-based approaches, and prepaid group practice approach. For each study, underlying factors and/or assumptions inherent in the methodology were coded (e.g., morbidity/demand-related factors, supply/productivity-related factors, delivery system-related factors). Estimates of health manpower requirements from the studies were converted to ratios of health professionals per 100,000 population. After briefly describing the national and state studies, ratio tables are presented that indicate the range of selected requirements ratios by health profession group, and requirements ratios for each health profession group according to the specific study. The longest section of the document consists of abstracts of the studies, which include bibliographic information, the health fields covered, purpose, methodology, and underlying factors and assumptions. Studies that were reviewed but excluded from the analysis are identified in an appendix, and bibliographies of both the abstracted and the excluded studies are also appended. (SW)

ED 271 086 HE 019 469

Computer Designed Instruction & Testing.
New Mexico State Univ., Las Cruces.
PUB DATE- Jan 85
NOTE- 241p.; Contains 13 papers on this theme from: "Teaching to Potential." Proceedings of the Regional Conference on University Teaching, (1st, Las Cruces, NM, January 9-10, 1985), see HE 019 471.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); Business Administration Education; Case Studies; *College Instruction; College Mathematics; College Science; *Computer Assisted Instruction; *Computer Assisted Testing; *Courseware; Educational Testing; *Feedback; Higher Education; Microcomputers; Self Evaluation (Individuals); Statistics; Teacher Education

Research findings on computer designed instruction and testing at the college level are discussed in 13 papers from the first Regional Conference on University Teaching at New Mexico State University. Titles and authors are as follows: "Don't Bother Me with Instructional Design, I'm Busy Programming! Suggestions for More Effective Educational Software" (M. David Merrill); "Computerized Exam Administering System and Student Gradebook" (Greg Baker, Bob Creel); "A Retesting on Demand Strategy for General Physics Using Computer Generated Problems" (A. F. Burr); "Computer Based Special Education Teacher Training" (G. Phillip Cartwright); "Some Uses of the Computer in Teaching, Training and Testing: Student/Learner Self-Assessment Responding" (Darwin Hunt); "A Computer on Every Desk; Implications for the Educational Process" (Kenneth L. Krause, William E. Richardson, Lawrence G. Jones); "Writing CAI Tutorials with PILOT" (Robert Lucking); "Computerized Testing in Introductory Business Statistics: A Case Study" (Paul H. Randolph, W. J. Conover); "Creating Cost Effective CAI for the College Classroom: The Role of Templated Authoring Aids" (Boyd Richards); "Utilizing the Microcomputer as a Tax Planning Tool in Business and Education" (Stanley S. Scott); "Some Current and Projected Uses of Computer Technology in the Teaching of Statistics" (N. Scott Urquhart); "Students, Learning, and Computers: Surviving the Changes" (James Wade); and "Computer Aided Instruction for Freshman Chemistry at the U.S. Air Force Academy" (James R. Wright, Larry D. Strawser, John R. Balyeat, Larry P. Davis, Jesse L. James, Phillip Jung, Jonathan C. Noetzel, Donn M. Storch). (SW)

Performance Profile.

Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Apr 86
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; *College Transfer Students; *Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; *Graduation; *Outcomes of Education; Participant Satisfaction; State Surveys; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Maryland

Designed to provide information to the Maryland community colleges for self-improvement and to demonstrate institutional accountability, this report presents a concise summary of measures of student outcomes. Following introductory material on the purposes of the Performance Profile, the principles guiding its development, and the annual update of the report, a series of data tables and charts are presented offering statewide and institutional statistics. Longitudinal data are presented on: (1) the percentage of each college's students who achieved their degree goal, graduated or transferred to Maryland public colleges, and were satisfied with the instruction they received; (2) the percentages of occupational credit students who were employed full-time in their field of training, were rated highly by their employers in terms of training, and passed the state nursing licensing examination the first time; and (3) the percentage of transfer credit students who achieved their transfer goal, were in good academic standing at the University of Maryland and other state four-year institutions, and were satisfied with their transfer preparation. Graphs showing additional detail on these outcomes and notes on data sources are included. (EJV)

ED 271 195 PS 015 703

Bargaining for Child Care: Contract Language for Union Parents.
Coalition of Labor Union Women, New York, NY.
PUB DATE- 85
NOTE- 57p.; Prepared by the New York City Coalition of Labor Union Women Child Care Committee.
AVAILABLE FROM- National CLUW Office, 15 Union Square, New York, NY 10003 ($5.00; Discount on quantity orders).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Collective Bargaining; *Contracts; Early Childhood Education; *Employer Supported Day Care; Older Adults; *Personnel Policy; *Program Development; Unions; Volunteers

As part of an effort to develop a multifaceted agenda for dealing with employment-related child care problems of workers, members of the New York City Chapter of the Coalition of Labor Union Women gathered all the available contract clauses on child care, laid out the categories of problems which often need to be addressed, assembled the known clauses, and where necessary, drafted sample clauses of their own. This material forms the basis of this pamphlet, which is divided into four sections. The first, "Starting the Process," suggests language appropriate for the establishment of a labor-management committee and the assessment of the needs of the workers covered by a collective bargaining agreement. The second, "Changing Personnel Practices," addresses personnel policy issues, such as flexible work schedules, pregnancy, child care and parental leave, mandatory overtime and related issues. The third, "Making Child Care Available," includes language for creating an information and referral service, establishing a child care center operated by one or more employers, and designing a subsidy program to help parents pay for child care. The fourth section, "Utilizing Everyone's Talents," very briefly suggests roles for retirees. (RH)

ED 271 226 PS 015 899

Hoffman, Amy R.; Daniels, Susan J.

Reading and Reading Readiness Instruction: A Comparison of All-Day and Half-Day Kindergarten Practices.

PUB DATE- Apr 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Reading; Comparative Analysis; *Kindergarten Children; Primary Education; *Reading Instruction; *Reading Readiness; *Teaching Methods
IDENTIFIERS- *Full Day Programs; *Half Day Programs; Ohio

This study surveyed all-day and half-day Ohio kindergarten teachers regarding their reading or reading readiness instructional practices. First grade teachers in the same schools assessed the preparation and experiences of their incoming students. A Chi Square analysis comparing all-day and half-day programs revealed more areas of similarity than difference. However, half-day programs placed more emphasis on basal reader materials and less emphasis on building background experiences than their all-day counterparts. First grade teachers reported a few skill and experience advantages for students who attended all-day kindergarten. The all-day kindergarten programs did not seem more likely than half-day programs to use methods and materials designed for older students and, in some ways, all-day kindergarten programs appeared to teach reading or readiness in a manner more appropriate for young children. (Author)

ED 271 328 SE 046 686

Chambers, Donald L.; And Others
A Guide to Curriculum Planning in Mathematics. Bulletin No. 6284.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 86
NOTE- 256p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Curriculum Development; Curriculum Guides; Educational Objectives; Elementary School Curriculum; *Elementary School Mathematics; Elementary Secondary Education; Geometry; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Measurement; Number Concepts; Problem Solving; Secondary School Curriculum; *Secondary School Mathematics; Spiral Curriculum; Statistics; Teacher Education
IDENTIFIERS- *Wisconsin

This guide was written under the basic assumptions that the mathematics curriculum must continuously change and that mathematics is most effectively learned through a spiral approach. Further, it is assumed that the audience will be members of district mathematics curriculum committees. Instructional objectives have been organized to reveal the continuity of development of a strand from kindergarten through grade 12. The guide was developed to serve four purposes: (1) provide a model and resource to local committees; (2) suggest criteria for content selection and strategies for curriculum articulation, implementation, and evaluation; (3) provide a description of the K-12 mathematics program for pre-service teachers; and (4) serve as a basis for all mathematics-related activity at the Department of Public Instruction in Wisconsin. The guide is organized into 12 sections. Sections 2-8 cover goals and objectives of specific content areas organized into seven strands: (1) number/numeration; (2) measurement; (3) geometry; (4) statistics; (5) algebra; (6) discrete mathematics; and (7) problem solving. Objectives are grouped by grade level. Section 9 considers college preparatory programs. Section 10 describes the curriculum development process. Section 11 describes issues affecting curriculum selection and instruction. Section 12 lists resources. The appendices, which comprise one-third of the guide, provide three categories of materials: (1) position papers and future-oriented papers by such organizations as the National Council of Supervisors of Mathematics the National Council of Teachers of Mathematics (NCTM) and the National Science Board Commission on Precollege Education in Mathematics, Science, and Technology; (2) outlines of learning objectives in mathematics for college-bound students (by the College Board and NCTM) and in Wisconsin for college-bound and non-college-bound students, as well as for Grades 3, 7 , and 10; and (3) a federally-funded report, "Girls, Math, and Science," published by the Center for Adolescence, University of North Carolina. (JM)

ED 270 981 FL 015 742

Lee, Thomas Hun-Tak
Acquisition of Quantificational Scope in Mandarin Chinese.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Stanford Child Language Forum (18th, Stanford, CA, April 4-6, 1986). Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Children; Grammar; *Language Acquisition; Listening Comprehension; *Mandarin Chinese; Phrase Structure; *Sentence Structure; *Syntax
IDENTIFIERS- *Quantifiers

An investigation of how Mandarin-speaking children aged three to eight interpret sentences involving the universal quantifier "mei" ("every") and the quantificational adverbs "dou" ("all") and "quan" ("all") focused on how and when the child acquires adult interpretations of the quantifiers' scope. The subjects were 122 children in Beijing, and a control group of 20 adult university students and staff members. The instrument consisted of picture identification tasks, in which the children chose pictures to correspond to statements or manipulated toys with respect to empty boxes large enough to hold them. The results suggest that: (1) Mandarin-speaking children will have acquired universality of scope by age four, while their grasp of adult norms for scope relations does not come until after age eight, and acquisition of totality of scope precedes that of scope relations; (2) the young child does not show bias in interpreting sentences whose scope relations are understood with a clear bias for adults; (3) the ability to handle scope relations is contingent on the ability to recognize certain noun phrases and adverbs and is quantificational in nature; and (4) young children employ a unitary mechanism for comprehending scope relations, so sentences involving two universal and existential quantificational expressions will be understood in essentially the same way. (MSE)

Yeats, Gary D.
Pragmatic Catalysts for Communicative Competence: Social Interfacing and Consequences.
PUB DATE- 85
NOTE- 70p.; Extended version of a paper presented at the Annual Meeting of the Texas Teachers of English to Speakers of Other Languages (5th, Arlington, TX, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Methods; Classroom Environment; *Classroom Techniques; *Communicative Competence (Languages); Comparative Analysis; English (Second Language); Interpersonal Communication; Language Tests; *Pragmatics; Second Language Learning; *Socialization; Student Attitudes; Student Evaluation; Student Motivation; *Teaching Methods

Four approaches to second language classroom teaching methods (audiolingual, cognitive code, communicative, and pragmaticist) are compared on their ability to promote oral communication in English as a second language. Six categories of analysis are used: classroom communicative activities, communicative goals reflecting the teacher's perceptions of the relative importance and/or role of oral communication, communicative results, student motivation to participate in language activities, student attitudes toward oral communication activities, and classroom environment. It is concluded that social interfacing and the consequences of communication are major catalysts in the development of communicative competence because they relate so closely to the central issue of communication for a purpose. Two types of basic communicative activities (artistic dictation and community surveys) are outlined and recommended for applying the principles of social interfacing and consequences in the classroom, and consequential testing activities for native and peer evaluation are suggested. Sample questionnaires are appended. (MSE)

ED 271 013 FL 015 778

Salamah, Galal

Basic Academic Requirements of Freshman Students in Departments of English.

PUB DATE- Apr 84
NOTE- 22p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Arabs; *College Freshmen; Developmental Studies Programs; *English Departments; *English for Academic Purposes; Foreign Countries; Higher Education; Introductory Courses; Remedial Instruction; Standardized Tests; *Student Placement; *Study Skills; Test Results
IDENTIFIERS- Kuwait

Three common policies used by English departments in Kuwait universities to accommodate the students in appropriate course types and levels are discussed and compared from a practical perspective. The three policies are concerned with placement tests and remedial courses and are intended to: (1) place students with high scores on the standardized high school graduation examination in specialized literature and linguistics courses, and reject low scorers; (2) match the students' course levels to the examination scores; and (3) place all freshman students in remedial and introductory courses regardless of previous performance. An

alternative approach for freshman students would provide a group of four distinct courses that would be taught by language specialists and geared to the study skills required of college students. The courses would also prepare students for specialized courses in the English department. The four courses would include note-taking and organization, participation in academic discussion, academic reading, and academic writing. (MSE)

ED 271 058 HE 019 439

Ontario Universities Statistical Compendium, 1970-71 to 1984-85. Part A, Macro-Indicators.

Council of Ontario Universities, Toronto.

REPORT NO.- ISBN-0-88799-206-4
PUB DATE- Jun 86
NOTE- 70p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Vocabularies/Classifications (134) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Cost Estimates; Enrollment Trends; Evaluation Criteria; *Expenditure per Student; *Financial Support; Foreign Countries; Full Time Equivalency; Full Time Faculty; Government School Relationship; Higher Education; *Operating Expenses; Research; *Resource Allocation; *State Aid; Statistical Analysis; Student Financial Aid; Teacher Student Ratio; Trend Analysis
IDENTIFIERS- Canada; *Ontario

Macro-indicators pertaining to higher education in Ontario, Canada, universities during 1970-1971 to 1984-1985 are examined. The indicators are designed to measure resources available to the Ontario university system as a function of the volume of activity over time and to compare trends in available resources, along with changes in resource distribution within institutions. Trend data and information on what each indicator is intended to measure are examined. Attention is directed to: ratios of operating revenue to eligible full-time equivalent enrollment and basic income units; ratios of research expenditures to full-time faculty; percentage distribution of operating expenditures; and interprovincial comparisons. Eight indicators are examined: provincial operating grants per student, provincial operating grants per capita, provincial operating grants plus student aid per capita, provincial operating grants plus fees per student, total operating income per student, provincial operating grants plus student aid as a percentage of provincial gross (government) expenditure, provincial operating grants per $1,000 of provincial personal income, and total university operating expenditure as a percentage of provincial gross domestic product. Supplementary system data and a glossary of terms and definitions are appended. (SW)

Maner, Arnold H.
Human Resources Development: A Unique Approach.
PUB DATE- Nov 81
NOTE- 9p.; Paper presented at a Meeting of the Association for the Advancement of Policy Research and Development in the Third World (Washington, DC, November 1981).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Developing Nations; *Economic Development; *Job Training; *Labor Force Development; *Noncampus Colleges; Program Descriptions; Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Wor Wic Technical Community College MD

Throughout the world job training occurs in a variety of settings, with wide differences in funding sources and management systems. Regardless of the source of funding or the administrative organization, certain costs are involved, including payment for personnel, facilities, and equipment. In times of economic hardship, when funds for training are diminished, innovation becomes necessary. In 1975, Wor-Wic Technical Community College was established in response to the need for the upgrading and expansion of the local labor force. Funded by a variety of sources, Wor-Wic offers training in existing public and private facilities in the region, using churches and storefronts for day lecture space, public schools for evening classes, and specialized shops and labs for vocational training. A custom-designed "in-house" program complements regularly scheduled courses, providing benefits to owners and employees of local businesses. Without the burden of a campus-bound philosophy, Wor-Wic is able to minimize per-student costs and maximize program flexibility. The decreased costs and greater flexibility of the "college without walls" approach make it a viable alternative for developing countries, given adequate support from significant leaders and financial backing from international funding agencies. (RO)

ED 271 142 JC 860 346

Doan, Henry M.; Verroye, Pierre
Retention/Attrition and Student Educational Objectives: NVCC Winter 1985 First-Timers. OIR Research Brief No. RB 85/86-07.
Northern Virginia Community Coll., Annandale. Office of Institutional Research.
PUB DATE- 16 May 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; Attendance Patterns; Community Colleges; *Enrollment Influences; Student Attitudes; *Student Attrition; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

A study was conducted at Northern Virginia Community College (NVCC) to determine the relationship between student educational objectives and retention/attrition rates. The study followed 4,502 students who came to the college for the first time in winter 1985 for five quarters, through winter 1986. The students were asked to indicate their educational objectives and their estimate of how long it would take them to achieve their objectives on their application form. Of the 2,617 students who provided information on their objectives and estimated length of stay, 416 expected to enroll for one quarter and did so (group A), 364 expected to enroll for nine or more quarters and enrolled for only one (group B), 239 students expected to enroll for fewer quarters than their actual enrollment (group C), and 255 expected to enroll for five quarters or more and had enrolled for at least five quarters (group D). Study findings included the following: (1) group A came to NVCC mostly for job advancement (36.1%) and self-improvement (28.6%), had the highest percent of students holding a college degree prior to NVCC enrollment (43.8%), and generally performed well academically at NVCC, with 82.1% of the group earning a grade point average (GPA) of 2.0 or higher; (2) among group B students, the most common objectives were job advancement (30.7%) and career exploration (25.8%), 81.3% had no prior college degree, and 40% achieved less than a 2.0 GPA; (3) students in group C came to NVCC to prepare for transfer (29.3%) or for self-improvement (25.5%), 40% held a college degree, and 86.4% had a GPA of 2.0 or higher; and (4) 51.8% of the group D students came to NVCC to transfer, 82.3% had no prior degree, 33.7% were under 21 years of age, and 92% earned a GPA of 2.0 or higher. (EJV)

ED 271 169 JC 860 383

Zwerling, L. Steven, Ed.
The Community College and Its Critics. New Directions for Community Colleges, Number 54.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-87589-708-8
PUB DATE- Jun 86
NOTE- 127p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($9.95).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Role; College Transfer Students; *Community Colleges; Continuing Education; *Educational Assessment; Educational Discrimination; Females; Minority Groups; *Politics of Education; Relevance (Education); *Social Responsibility; Social Stratification; Student Financial Aid; Two Year Colleges; Vocational Education

A collection of essays presents the updated positions of nine critics of the community college who from the mid-1960s through the mid-1970s participated in a debate with two-year college proponents over many of the fundamental assumptions of the community college movement. The volume contains: (1) "From Mass to Class in Higher Education," by William M. Birenbaum; (2) "Community Colleges and Social Stratification in the 1980s," by Jerome Karabel; (3) "The Devaluation of Transfer: Current Explanations and Possible Causes," by Alison Bernstein; (4) "Vocational Education: More False Promises," by Fred L. Pincus; (5) "Lifelong Learning: A New Form of Tracking," by L. Steven Zwerling; (6) "Minority Students and the Community College," by Reginald Wilson; (7) "A Place for Women?" by Marilyn Gittell; (8) "Independent Students at Two-Year Institutions and the Future of Financial Aid," by W. Lee Hansen and Jacob O. Stampen; (9) "Strangers to Our Shores," by Howard B. London; and (10) "Sources and Information: The Social Role of the Community College," by Jim Palmer. (EJV)

ED 271 210 PS 015 877

Henderson, Phyllis; Paterno, JoAnna
Body Awareness and Age as Predictors of Interpersonal Problem Solving Performance.
PUB DATE- 7 Mar 86
NOTE- 15p.; Paper presented at the Regional Conference of the Southern Association for Children under Six (37th, Orlando, FL, March 5-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Computer Software; Early Childhood Education; *Interpersonal Competence; *Kindergarten Children; Performance Factors; Predictor Variables; *Preschool Children; *Problem Solving
IDENTIFIERS- *Body Awareness; Preschool Interpersonal Problem Solving Test; *Self Awareness

This study investigated whether physical self-awareness and age are significant predictors of interpersonal problem-solving ability in young children. A total of 84 preschool and kindergarten children were administered the Preschool Interpersonal Problem Solving Test and the Body Awareness (Part I) microcomputer program. A backward-stepwise multiple regression analysis revealed that physical self-awareness and age jointly have predictive value as a measure of interpersonal problem-solving ability. It was concluded that an increase in age does not necessarily predict an increase in interpersonal problem-solving performance. It was also concluded that an increase in body awareness may predict an increase in interpersonal problem-solving performance. A three-page list of references is included. (Author/RH)

ED 271 297 SE 046 651

Hida, Takeyuki; Shimizu, Akinobu
Mathematics Education. Selected Papers from the Conference on Stochastic Processes and Their Applications. (15th, Nagoya, Japan, July 2-5, 1985).
Nagoya Univ. (Japan).
PUB DATE- Jan 86
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Mathematics; Conferences; *Curriculum Development; Foreign Countries; Higher Education; *Mathematical Concepts; *Mathematics Education; Mathematics Instruction; *Probability; Secondary Education; Secondary School Mathematics; *Statistics
IDENTIFIERS- *Japan; *Stochastic Analysis

This volume contains the papers and comments from the Workshop on Mathematics Education, a special session of the 15th Conference on Stochastic Processes and Their Applications, held in Nagoya, Japan, July 2-5, 1985. Topics covered include: (1) probability; (2) statistics; (3) deviation; (4) Japanese mathematics curriculum; (5) statistical education; (6) programmable calculators; (7) limit theorems; (8) Poisson distribution; (9) French curriculum for high school and college; (10) middle school curriculum, People's Republic of China; (11) New Zealand curriculum; and (12) reforms in Korean curriculum. (JM)

ED 271 343 SO 017 216

Family Life and Human Development: Grades 9-12. Revised.

Prince George's County Public Schools, Upper Marlboro, Md.

PUB DATE- 84
NOTE- 274p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Development; Curriculum Guides; *Developmental Stages; Educational Resources; Family Involvement; Family Life; High Schools; Individual Development; *Physical Development; Secondary School Curriculum; *Social Development

This resource curriculum outline for grades 9 through 12 contains a content outline; sample teaching strategies; illustrations for making transparencies and dittoes; print, non-print, and film resources for teaching family life and human development. The activities are adaptable to a variety of classroom situations and teaching styles. The teaching strategies are constructed to give students an opportunity to interact with one another. The strategies provide a structure in which students can explore attitudes, gain relevant knowledge, and acquire the skills to make sound decisions. A brief exposition defining a philosophy of family life and human development precedes the content outline. Four appendices, which constitute the greater part of the document, follow the outline. Appendix A identifies sample teaching strategies. Appendix B offers a brief selection of word find games. Appendix C consists of a set of teaching illustrations (black and white drawings), and Appendix D lists additional resources. (RSL)

ED 270 966 FL 015 699

Ringbom, Hakan, Ed.
Foreign Language Learning and Bilingualism. Publications of the Research Institute of the ABO Akademi Foundation NR 105.
Abo Akademi (Finland).
REPORT NO.- ISBN-951-649-160-X
PUB DATE- 85
NOTE- 201p.; For individual essays, see FL 015 700-706.

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; English (Second Language); Error Analysis (Language); Finnish; Foreign Countries; French; Immersion Programs; *Interference (Language); *Interlanguage; *Multilingualism; Psycholinguistics; Second Language Learning; Swedish; Word Frequency
IDENTIFIERS- Finland

This collection of six essays and one bibliography on second language learning includes: (1) "Transfer in Relation to Some Other Variables in L2-Learning" (Hakan Ringbom); (2) "Word Frequencies in Finnish and Finland-Swedish Learner Language" (Hakan Ringbom); (3) "The Influence of Swedish on the English of Finnish Learners" (Hakan Ringbom); (4) "On Errors Made by Finnish-Speaking and Swedish-Speaking University Students in Oral Production in French" (Anja Elo); (5) "How Much English Vocabulary Do Swedish-Speaking Primary-School Pupils Know before Starting to Learn English at School?" (Rolf Palmberg); (6) "Bilingual Education: A Study of the French Immersion Program in Canada Considering the Possibilities of Adaptation to Finnish Schools" (Tuija Helle); and (7) "Linguistic and Psycholinguistic Approaches to Multilingualism: A Bibliography" (Yvonne Henriksson and Hakan Ringbom). (MSE)

ED 271 044 HE 019 405

Krakower, Jack Y.
Research on Higher Education.
National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 29p.
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Analysis; *Educational Research; *Higher Education; *Institutional Research; Research Methodology; *Research Problems; *Research Utilization; Sampling

Three factors are considered that contribute to the perception that the higher education research effort has done a poor job in dealing with problems confronting academe. The first factor is the magnitude of the higher education enterprise and the number of problems and issues inherent in it. The second factor is the level of support for research, and the third is potential weaknesses and faults in the research process. The manifestations of these weaknesses and faults include research results that are different from those desired by funding agents, may not be useful to intended audiences, and never reach intended audiences even when they overcome the preceeding two problems. Attention is directed to the following dimensions of the research process: interpreting research issues and problems; the contextual component of the research problem (i.e., the variables that need to be identified, examined, and controlled for in order to properly interpret research results); the primary audience for the research results; the type of research (applied, basic, development); representativeness of the study group; comparability of data; analysis of aggregated data; the research methodology; and factors that mediate research utilization. A 19-item reference list is appended. (SW)

ED 271 100 IR 012 177

Kaiser, Javaid
Identification of Factors That Affect Software Complexity.
PUB DATE- Dec 85
NOTE- 93p.; Requirement for master's degree, University of Kansas. Small print in the appendixes.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Computer Software; *Difficulty Level; Factor Analysis; Integrated Activities; Programing; Questionnaires; Research Methodology; Surveys; *Systems Analysis; Tables (Data)
IDENTIFIERS- *Software Design; *Software Maintenance; System Dynamics

A survey of computer scientists was conducted to identify factors that affect software complexity. A total of 160 items were selected from the literature to include in a questionnaire sent to 425 individuals who were employees of computer-related businesses in Lawrence and Kansas City. The items were grouped into nine categories called system planning, system characteristics, system design, system testing, system documentation, system correctness, system clarity, programming style, and system management. Factor analysis and central tendency measures were used to analyze the data. Based on 147 respondents, 98% of the items were found to affect system complexity. Large item variance was attributed to the lack of formal education or experience of respondents in some areas of software development. The factors extracted in this study were found to be useful in regrouping items to determine the complexity of system attributes, system components, or of various phases of system development. The need for a weighting scheme to add component complexity to determine the overall system complexity was identified. It is suggested that replication of this study on a larger scale would prove useful and that the complexity of various system components be weighted to determine the overall complexity of the system. A list of references, a copy of the questionnaire, and factor matrices are also provided. (JB)

Artes y Humanidades/Economia del Hogar. Libro del Profesor. (Arts & Humanities/Homemaking. Teacher's Guide). B1. CHOICE (Challenging Options in Career Education).
Mid-Hudson Migrant Education Center, New Paltz, NY.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 83
NOTE- 147p.; For the English version, see ED 248 092; for other guides in the series, see RC 015 745-750. The three sets of student activity folders were removed due to reproducibility.
GRANT- 28-84-0023
AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.

LANGUAGE- Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Education; Educational Games; Elementary School Mathematics; *Homemakers; *Humanities; Instructional Materials; Kindergarten; Language Arts; Learning Activities; Learning Modules; Mathematics Skills; *Migrant Education; *Occupational Clusters; *Occupational Information; Primary Education; Skill Development; Teaching Guides; Units of Study
IDENTIFIERS- *CHOICE (Career Education Curriculum)

Written in Spanish, the guide comprises the kindergarten level unit of a career education curriculum designed for migrant students. The unit focuses on 11 jobs encompassed by two occupational clusters, arts/humanities and homemaking: teacher, artist, musician, dancer, actor, puppeteer, tailor, janitor, housekeeper, waiter, and child care worker. Student workbook pages along with information for the teacher are contained in the guide. The student workbook pages contain language arts and mathematics activities. Designed to help students practice skills of classification, matching, sequencing, and difference determination while learning about the tools needed for each job, the activities include worksheets on job and role information, games, mazes, and tracing and pattern completion activities. A pre- and post-assessment with student test leaflet, teacher guide, and answer sheet utilizes pictures to measure the extent to which students understand the tools needed and the work performed in the 11 jobs. (NQA)

ED 271 255 RC 015 805

Slesinger, Doris P.; And Others
Preventive Medical Care, Morbidity, and Mortality among Children of Migrant Farm Workers. CDE Working Paper 84-37.
Wisconsin Univ., Madison. Center for Demography and Ecology.; Wisconsin Univ., Madison. Dept. of Rural Sociology.
SPONS. AGENCY- National Center for Health Services Research (DHHS/PHS), Hyattsville, Md.
PUB DATE- 86

NOTE- 44p.; An earlier version of this paper was presented at a meeting of the Rural Sociological Society (1984, College Station, TX).
GRANT- 1-R03-HS04368-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dental Evaluation; Diseases; Family Characteristics; *Health; High Risk Persons; Immunization Programs; *Infant Mortality; Medical Services; *Migrant Children; *Migrant Problems; *Mothers; Physical Examinations; Prevention; *Preventive Medicine; Spanish Speaking
IDENTIFIERS- *Wisconsin

Preventive medical care, morbidity, and mortality among children of migrant agricultural workers were examined using a 1978 representative sample of 145 migrant married women under the age of 50 in Wisconsin. Findings showed fewer than 50% of migrant children under age 16 received recommended annual physical examinations. Only 33% received an annual dental checkup as compared to 50% of children in the total United States population. A comparison between levels of chronic health conditions for migrant children and those reported for children in a national survey suggested that incidence of chronic conditions was several times greater among migrant children. Younger children were more likely to receive checkups, while older children were more likely to receive immunizations. After controlling for the child's age, no significant association was found between preventive care and any characteristics of the mother. Mothers who spoke English were more likely to report that a child had a chronic condition. The level of mortality was proportionately lower among women who spoke English and higher among those who gave birth to a low birth weight child. The most important characteristic related to loss of children was whether or not a mother smoked. (NEC)

ED 271 270 RC 015 831

Harris, Thomas R.

Commercial Sector Development in Rural Communities: Trade Area Analysis. Hard Times: Communities in Transition.

Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.

SPONS. AGENCY- Extension Service (DOA), Washington, D.C.

REPORT NO.- WREP-90

PUB DATE- Sep 85

NOTE- 6p.; For related documents, see RC 015 830-832.

AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.50).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Change Strategies; Community Change; *Community Development; Community Planning; *Economic Development; *Evaluation Methods; *Rural Development; *Small Businesses; Technical Assistance

IDENTIFIERS- Nevada; *Small Towns; Trade Areas

The paper addresses the importance of developing a rural community's commercial sector for economic development by providing some analytical tools. Procedures are outlined to estimate commercial sector activity in a community, to estimate commercial sector activity for various counties within a state (Nevada is used as an example), and to develop strategies for strengthening activity in a rural community's commercial sector. Sample equations are provided for calculating trade area capture and pull factor values. Strategies suggested for strengthening commercial activity include (1) identification of market potential through a survey of consumer demands and buying habits; (2) improvement of retail market capture share through downtown analysis and renewal; (3) development of employee training programs to improve quality of service; (4) expansion of purchases by non-local people through appropriate advertising; (5) encouragement to buy locally; and (6) collective action through formation of organizations such as the local Chamber of Commerce. Twenty references are listed. (NEC)

ED 271 314 SE 046 668

Finkel, Edward; Tiller, Harold

A Very Brief Laboratory Course in Physics for Ninth Grade Students.

PUB DATE- 86
NOTE- 6p.; Paper presented at the Joint Meeting of the American Association of Physics Teachers and the American Physical Society (Atlanta, GA January 29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Enrichment; *Enrichment Activities; *Grade 9; *Laboratory Experiments; *Magnet Schools; *Physics; *Science Education; Science Experiments; Science Laboratories; Secondary Education; Secondary School Science; Supplementary Education

This paper describes the Scientific Tools and Techniques course for ninth grade students in the Dekalb County, Georgia, public high schools. The course is offered at the Fernbank Science Center, a magnet school owned by the Dekalb County Schools and Fernbank Incorporated and operated by the school system. Investigations are described in the following areas of physics: (1) electricity; (2) falling objects; (3) momentum; (4) radiation; (5) optics; and (6) sound. In each session, students learn concepts, use equipment, collect data, do computations, draw conclusions, and write laboratory reports. There are few lectures, no textbooks, no tests, and no problem sets. (JM)

ED 271 360 SO 017 287

Hughes, Phillip; And Others
Interface between Education and State Policy: Australia. Asia and the Pacific Programme of Educational Innovation for Development, Education and Polity, No. 2.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 85
NOTE- 78p.
GRANT- OPE-253-1200
AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Educational Development; Educational Economics; *Educational Equity (Finance); Educational Planning; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Language Variation; Politics of Education
IDENTIFIERS- *Australia

One of seven studies in the "Education and Polity" series, this document looks at alternative futures and the interface of education with four areas: communication; employment and leisure; state policy; and technology. The studies were commissioned during 1984 and were conducted by interdisciplinary teams: two in Australia, two in India, one in Japan, one in Malaysia, and one in the Republic of Korea. Chapter 1 of this study stresses that the role of interface studies is to illustrate the interdependencies between education and other sectors (political, economic, social, and technological) in the formation of the future. Chapter 2 examines three case studies. The first, "Secondary Education: A National, Regional, and School Issue," reveals that secondary education in Australia provides a valuable but unfinished case study on the interaction between education and polity. The second, "Language, Education and Polity: A National Language Policy for Australia," emphasizes the problem created by the a diversity of language varieties that exist in Australia. The third, "Resource Planning, Addressing National Priorities through the Planned Allocation of Resources," identifies the interfaces, with budget allocations seen as the result of several forces: political, socio-cultural, economic, demographic, legal-governmental, and technological. A brief historical review of funding arrangements for education in Australia is provided and the role of the Commonwealth is investigated. The document concludes with attention to four scenarios for the future of resource planning in education. Six pages of references are appended. (RSL)

ED 271 030 FL 015 802

Raimes, Ann

Teaching Writing: What We Know and What We Do.

PUB DATE- Mar 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Content Analysis; *Educational Theories; *English (Second Language); *Language Processing; Literature Reviews; Textbook Content; *Textbooks; Writing (Composition); *Writing Instruction

Recent research on writing that sheds light on writing instruction in English as a second language (ESL) focuses on contrastive rhetoric (the interference of first language rhetoric experienced by the second language learner), patterns of development in English scientific texts that cause problems for second language readers, the contrastive use of other text features, and error patterns. As the focus in writing instruction turned from product to process, the emphasis has turned away from the teaching of grammar and prescribed patterns of organization. This has been interpreted by some as a shift away from rigor and as a split between form and content and between grammatical accuracy and fluency. The two approaches, however, can be reconciled. A review of 10 recent ESL writing textbooks reveals no real change in approach. Rather, there is a continued traditional emphasis on prescribed form, enhanced by a few prewriting strategies and group activities intended to focus on process. This survey makes clear that current theory about writing instruction has not been fully translated into practice. Writing teachers would find it helpful to have a comprehensive theory of the acquisition of writing ability and instructional materials that attend to concerns about product in the context of a process approach to writing. Some indications on a textbook analysis are appended. Included are the features examined and bibliographic information on the textbooks. (MSE)

ED 271 114 IR 051 551

Bergen, Dan
The Dialogue of Metaphysics and Empirics: Librarianship as Platonic and Aristotelian.

PUB DATE- Dec 81
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Theories; Information Services; *Information Theory; *Library Science; Models; *Philosophy; Position Papers
IDENTIFIERS- *Metaphysics

Arguing that most writing on library and information service is empirical or devoted to reporting what happened, this paper attempts to promote conversation between the empiricists and the idealists or metaphysicians of library and information studies. The paper includes the following sections: (1) Professor Peter Kien and the Metaphysical Course of the Theory of Librarianship; (2) The History of Theory; (3) The Inevitable Materiality of Theory; (4) The General Domain of a Materialized Theory of Librarianship; (5) Contemporary Theory of Librarianship; (6) The Chicago School: A Small Eddy in the Stream; (7) The Infrastructure of a Theory of Librarianship; (8) The Materialization of Mind; (9) Mathematics and the Abandonment of the Form-Matter Distinction; (10) Non-Metaphysical Directions for the Theory of Librarianship; (11) De-Mystifying the "Certainty" of Metaphysical Theory; (12) Beyond the Platonic Captivity; (13) The Form of a New Theory of Librarianship; (14) The Struggle To Falsify Theory; (15) The Severe Difficulty of Falisfication; (16) What a Theory of Librarianship Should Not Resemble; (17) The Construction of Knowledge in Librarianship; (18) Facts Requeathed by Theory; (19) Pluralism's Impact on the Theory of Librarianship; (20) Deriving a Problematic "Ought" from a Questionable "Is"; and (21) The Form of a Theory of Librarianship: The Major Themes. Sixty notes and references are provided. (THC)

ED 271 183 JC 860 398

Mahoney, James R., Ed.

Community, Technical, and Junior College Directory, 1986: A Statistical Analysis. AACJC Directories No. 3.

American Association of Community and Junior Colleges, Washington, D.C.

REPORT NO.- ISBN-0-87117-159-7
PUB DATE- 86
NOTE- 128p.; For 1984 directory, see ED 244 713; for 1985 directory, see ED 256 382.
AVAILABLE FROM- American Association of Community and Junior Colleges Publications, 80 South Early St., Alexandria, VA 22304 ($22.50--members; $25.00--nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Administrators; *College Faculty; Community Colleges; *Continuing Education; Degrees (Academic); Educational Certificates; *Enrollment Trends; Full Time Students; Minority Groups; National Surveys; Part Time Students; Technical Institutes; Tuition; *Two Year Colleges; *Two Year College Students; Vocational Education

Drawing from a national survey conducted by the American Association of Community and Junior Colleges (AACJC), this report offers institutional and national statistics on two-year college enrollments, faculty, staff, degrees awarded, and student fees. Introductory material provides information on the AACJC and its affiliated councils, international members, associates, board of directors, and officers. Next, summary findings are presented based on the fall 1985 survey, including information on enrollment trends, institution types, tuition, faculty, budget, minority enrollments, student employment, degrees/certificates awarded, general education and occupational/technical degrees awarded, room and board, professional staff, administrators, and program enrollment. Changes in institutions since the 1985 directory are highlighted next, along with definitions of data categories. Next, the following information is presented by institution by state: location; zip code; chief executive officer; type of control; full-, part-time, and total enrollment for October 1984 and October 1985; minority enrollment; employed students; community education enrollments, 1984-85; total degrees awarded; total certificates awarded; full-, part-time, and total faculty; professional staff; administrative staff; and annual tuition and fee charges. The report concludes with lists of two-year college organizations, state directors/administrators of two-year college education; the AACJC constitution; the survey instrument; and an alphabetical listing of administrators and of two-year colleges. (RO)

ED 271 19[illegible] PS 015 731

Bain, Helen Pate; And Others
Small Class Size Once Again: An Experiment in Grade One, Metro-Nashville Public Schools.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Convention of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attendance Patterns; Classroom Environment; *Class Size; *Disadvantaged; *Educational Improvement; *Elementary School Students; Grade 1; Mathematics Achievement; Primary Education; Reading Achievement; Self Concept; Student Behavior; *Teacher Student Ratio
IDENTIFIERS- Tennessee (Nashville)

Staff of the Tennessee State University Class Size Project investigated effects of a 1:15 teacher/pupil ratio on first grade students' reading and mathematics achievement, behavior, attendance, and self concept. Participants were first grade pupils attending metropolitan Nashville public schools, who were assigned to an experimental group of seven classes at a school serving more than 50 percent economically disadvantaged students. A primary control group consisted of first grade students from a comparable neighboring school in 1:25 ratio classes, a blind control group was drawn from 35 elementary schools and was matched with the experimental group demographically, and a comparison group consisted of the district's first grade population as a whole. Curriculum studied by all students was from the Metro-Nashville elementary curriculum. Instructional methods were determined by each individual teacher. No instructional interventions were provided during the study and no extra support, supplies, materials, etc. were provided to any group. Initial-year findings favor the 1:15 classes in pupil achievement, behavior, teacher perceptions, and in teacher comments regarding instruction and classroom activity. The 1:15 condition seemed to benefit "free lunch" and "not free lunch" pupils approximately the same, rather than reproducing the usual result, whereby higher SES youth outperform their lower SES peers. (RH)

ED 271 227 PS 015 900

Mardell-Czudnowski, Carol
Correlations between DIAL and DIAL-R: Implications for Early Childhood Screening.

SPONS. AGENCY- Pacific Cultural Foundation, Taipei (Taiwan).
PUB DATE- Aug 84
NOTE- 16p.; Portions of this paper were presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Early Childhood Education; Foreign Countries; *Kindergarten Children; *Screening Tests; *Test Validity
IDENTIFIERS- *International Schools; *Taiwan

Each of 64 kindergarten children in an international day school (a Western-oriented educational program for foreign national students in Taipei, Taiwan) were administered original and revised forms of the Developmental Indicators for the Assessment of Learning (DIAL and DIAL-R), two tests widely used in early childhood screening. Of the 24 items in DIAL-R, 18 are revised from DIAL, three are unchanged , and three are new. All of the new items and most of the revised items were designed to accommodate the extension of the age range down to 2-0 from 2-6 and up to 5-11 from 5-5. Findings imply that (1) significantly high overall correlations between DIAL and DIAL-R support the expectation that longitudinal research on DIAL-R will have at least as high predictive validity as DIAL, if not higher; (2) DIAL extrapolations are not useful and should not be employed; (3) the DIAL scoring rule for the communications area is too stringent for a heterogeneous population; (4) DIAL-R is more appropriate than DIAL for screening kindergartens in which many children are over 5 years and 5 months of age; and (5) scoring DIAL-R by areas rather than by total score drastically decreases the number of children identified as "potential advanced" and slightly increases the number of children identified as "potential problem." (RH)

ED 271 284 RC 015 854

Appalachian Regional Commission: 1985 Annual Report.
Appalachian Regional Commission, Washington, D.C.
PUB DATE- 31 Mar 86
NOTE- 101p.; For an earlier report, see ED 259 856.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Census Figures; Community Development; Dropout Prevention; Economically Disadvantaged; *Economic Development; Elementary Secondary Education; *Financial Support; *Health Services; Infant Mortality; *Job Development; Planning Commissions; Program Costs; Program Descriptions; *Public Facilities; Regional Planning; Regional Programs; *Rural Development; Waste Disposal
IDENTIFIERS- *Appalachia; Appalachian Regional Commission DC; Highways

In the third year of its finish-up program, the Appalachian Regional Commission (ARC) used its area development appropriation of $44 million to target three broad areas: (1) creating and retaining jobs in the region; (2) providing basic public facilities in the worst-off Appalachian counties; and (3) improving health care throughout the region. The ARC's highway appropriation of $100 million was used toward improving sections of the Appalachian highway system that have the most traffic and are most critical to economic development. The remaining $5 million of the total appropriation of $149 million was used to offer technical assistance regarding economic development and to support the region's 69 local development districts. Technical assistance activities included funding for diverse dropout reduction programs and a dropout prevention workshop that examined the long-range effects of educational failure on the region's economy. Sections of this report cover financial support and distribution of funding by project type and by state. State and regional maps, county population change data, and a directory of local development districts are included. (JHZ)

ED 271 344 SO 017 229

McDermott, Edwin J.
Distinctive Qualities of the Catholic School. NCEA Keynote Series, No. 1.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 85
NOTE- 82p.; For related document, see SO 017 263.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; *Church Programs; Curriculum Guides; Educational Resources; Elementary Secondary Education; Ethical Instruction; Instructional Materials; Parents; *Parochial Schools; Private Education; *Religious Education; Values
IDENTIFIERS- *Catholic Church

Part of the Keynote Series, this book deals with the distinctiveness of the Catholic school and is intended to provide guidance to those who teach in a Catholic school by informing them of different facets that form the basis, the expectation, and the reality of the Catholic school. The book may be used: (1) as a resource in preservice information programs for Catholic teachers; (2) in graduate preparation for Catholic school administrators; (3) as a resource for teacher in-service and boards of education; and (4) as a guide to personal and professional growth of individual Catholic educators. The chapters include: "Life to the Full"; "Catholic Education: Learning and Believing"; "Catholic Education: Who's Right? Whose Right?" and "Permeation: Values or Hidden Agenda." Also included are resources, an annotated bibliography, and suggestions about how the book can be used. (TRS)

ED 270 997 FL 015 762

Owens, Jonathan, Comp.; Abu-Salim, Issam, Comp.
Proceedings of the Annual Linguistics Conference (2nd, Irbid, Jordan, April 1983).
Yarmouk Univ., Irbid (Jordan). Dept. of English.
PUB DATE- Apr 83
NOTE- 121p.; For individual English-language papers, see FL 015 763-767.
LANGUAGE- English; Arabic
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- *Arabic; *English (Second Language); Foreign Countries; Grammar; Language Research; Linguistic Borrowing; *Linguistics; Negative Forms (Language); Phonology; Second Language Instruction; Sex Bias
IDENTIFIERS- Jordan

A collection of conference papers includes: "More on Arabic Vowel Harmony: A Metrical-Suprasegmental Approach" (Issam Abu-Salim); "The Phonological Assimilation of Borrowing" (Saleh Suleiman); "On Getting a Head: A Problem in Dependency Grammar" (Jonathan Owens); "Negation in Jordanian Arabic: A Developmental Study" (Oglah Smadi); "Problems in Teaching Arabic to Foreigners" (text in Arabic) (Fayiz Al-Hamad); and "Sex Differentiation and Linguistic Variations. A Case Study: Spoken Arabic in Amman" (Hassan Abdel-Jawad). (MSE)

ED 271 014 FL 015 779

Ibrahim, Muhammad H.
On the Notions "Standard" and "Prestigious" in Arabic Linguistics.

PUB DATE- Apr 84
NOTE- 12p.; In: Proceedings of the Annual Linguistics Conference (3rd, Irbid, Jordan, April 1-3, 1984); see FL 015 768.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Foreign Countries; Language Research; *Language Styles; *Language Usage; Oral Language; *Sex Differences; *Social Dialects; Social Status; Sociocultural Patterns; Sociolinguistics; Written Language
IDENTIFIERS- Jordan; Syria

This paper examines the results of two sociolinguistic studies of the Arabic spoken by men and women in Jordan and Syria in terms of sex differentiation in Arabic. The study reported in this paper proposes that the terms "prestigious" and "standard" should not be used interchangeably; accordingly, it reinterprets the previous findings. It is proposed that: (1) it is incorrect to posit only one standard speech variety in Arabic, the standard written form; (2) a prestigious spoken variety of Arabic exists independently of standard written Arabic; (3) it is this prestigious spoken variety that should be considered when conducting such studies; (4) prestigious spoken varieties of Arabic in a number of Arab countries have a number of features in common; and (5) the sociolinguistic pattern for sex-based variation in Arabic is the same as that reported for other speech communities. (MSE)

ED 271 073 HE 019 454

Fifth Report to the President and Congress on the Status of Health Personnel in the United States.

Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

REPORT NO.- HRP-0906767; HRS-P-OD-86-1
PUB DATE- Mar 86
NOTE- 534p.; Some data tables contain small print.
AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations Education; *Dental Schools; Dentists; *Employment Patterns; *Enrollment Trends; Health Occupations; *Health Personnel; Higher Education; Labor Supply; *Medical Schools; Nurses; *Nursing Education; Occupational Surveys; Optometrists; Pharmaceutical Education; Pharmacists; Physicians; Public Health; Veterinary Medicine

Information is presented on the number and characteristics of health professionals in the United States, students preparing to enter these fields, and the schools in which they are enrolled. Developments and issues currently affecting these health personnel and the possible impact of these trends on health care delivery are considered. Included is information on accreditation, curricula, enrollments, applicant and student characteristics, student costs and financial aid, graduates, women and minority physicians, medical costs and cost containment, geographic distribution of physicians, allopathic medical education, and osteopathic medical education. Information is included on data collection and analytical activities that are currently ongoing and the areas in which further information or analyses are needed. Recommendations about program activities for nursing and public health are included. The following personnel are covered: physicians, physician assistants, dentists, pharmacists, optometrists, podiatrists, veterinarians, nursing personnel, public health personnel, and allied health personnel (including clinical laboratory technicians, dieticians, medical records technicians, occupational therapists, physical therapists, radiologic technicians, respiratory therapists, and speech, language, and hearing therapists). Summaries, data tables, and reference lists follow each of the 10 chapters dealing with a separate occupational category. (SW)

ED 271 087 HE 019 470

Basic Skills: Dealing with Deficiencies.
New Mexico State Univ., Las Cruces.
PUB DATE- Jan 85
NOTE- 219p.; Contains 15 papers on this theme from: "Teaching to Potential." Proceedings of the Regional Conference on University Teaching, (1st, Las Cruces, NM, January 9-10, 1985), see HE 019 471.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Beginning Teachers; Chemistry; *College Instruction; Critical Reading; Curriculum Development; *Developmental Studies Programs; Engineering; Females; Graduate Surveys; Higher Education; Liberal Arts; Literacy; Logical Thinking; *Nontraditional Students; Reentry Students; *Remedial Instruction; Remedial Mathematics; Remedial Reading; Writing Difficulties

Research findings on college instruction and basic skills deficiencies are discussed in 12 papers from the first Regional Conference on University Teaching. Titles and authors are as follows: "Basic Skills: Dealing with Deficiencies" (Susanne D. Roueche, with responses by Gary B. Donart, Betty Harris, and James Nordyke); "Is Higher Education an Education Process or a Screening Process?" (Martin J. Blake); "A Model for the Development of Content-Area Basic Skills Courses and Its Implementation at a Liberal Arts College" (David E. Borrebach, Mark O. Farrell, Frederick Sproull); "Literacy and Writing: Making 'The Connection'" (Victoria C. Duckworth); "Critical Reading Deficiencies--Cause, Scope, Remediation" (Gerard Giordano); "Components of a Model Developmental Studies Program" (Michael T. Hoban); "Improving the Basic Skills of Beginning Teachers Through the Use of Follow-Up Studies of Teacher Education Program Graduates" (Edward L. Kirk); "The Importance of Writing to Chemical Engineers" (Richard L. Long); "Cognitive Modifiability for Indian Engineering Students" (C. Lance Lujan, Marjorie Burr); "Teaching Critical Thinking in Higher Education" (James P. Marshall); "Working with Nontraditional Students: Women in Transition" (Kathleen O'Connor, L.J. Aasheim); and "An In-House Training Program to Correct Mathematics and Chemistry Deficiencies at Los Alamos National Laboratory" (Helena Whyte). (SW)

ED 271 130 JC 860 231

Florida Satellite Network Study: Report and Recommendations of the Florida Postsecondary Education Planning Commission. 1985--Report 2.

Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 21 Feb 85

NOTE- 88p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Communications Satellites; *Community Colleges; *Distance Education; *Educational Technology; *Statewide Planning; *Telecommunications; *Teleconferencing; Two Year Colleges

IDENTIFIERS- *Florida

Prepared in response to the 1984 General Appropriations Act (Chapter 84-220, Laws of Florida), this report examines the feasibility of establishing a community college satellite telecommunications network within Florida to allow for the reception of programming transmitted by satellite and for teleconferencing. Following an executive summary, section I offers introductory material on a proposal submitted by Associated Industries of Florida (AIF) to develop a system of satellite receiving stations to be located at the state's 28 community colleges; and the responsibilities, approach, philosophy, and activities of the Postsecondary Education Planning Commission (PEPC) with respect to its study of the feasibility of the AIF proposal are also described. Section II reviews the 1982 PEPC report on educational technology in Florida, covering such topics as the types and increased use of educational technology, and state-level policy issues. Section III provides an overview of telecommunications technologies currently in use in Florida, including live video transmissions, live audio transmissions, and telecourses. Section IV presents a brief description of audio and video teleconferencing technology and applications and includes tables detailing ways in which specific organizations are using the technology. Section V offers an analysis of the proposed community college satellite network and presents the results of a needs assessment survey of postsecondary educational institutions in the state. Finally, in section VI, conclusions and recommendations are provided including that: (1) a satellite network system should be developed; (2) a state-level office within the Department of Education should develop the system and coordinate its usage; (3) a technical analysis of existing satellite receiving equipment should be undertaken; and (4) funds to purchase the equipment and cover operating and maintenance expenses should be appropriated specifically for that purpose, with the expectation that, in time, operating and maintenance expenditures would be supported through user fees, funds generated by credit instruction, and other non-state sources. (RO)

ED 271 157 JC 860 366

Employer Evaluation of Maryland Community College Graduates. Results from Four Surveys: 1978, 1980, 1982, and 1984 Graduates.

Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Jul 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Education Work Relationship; *Employer Attitudes; Followup Studies; Longitudinal Studies; *Outcomes of Education; *Personnel Evaluation; Questionnaires; State Surveys; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- *Maryland

Follow-up studies of all 1978, 1980, 1982, and 1984 graduates of Maryland community colleges were conducted 1 year after graduation. As part of these studies, the employers of graduates from occupational programs were also surveyed to determine employers' perceptions of the graduates' job performance and vocational preparation. Statewide response rates for the surveys ranged from 56% for the 1982 survey to 83% for the 1978 survey. The 2,856 employers who responded to the surveys represented a wide cross section of businesses in the state, including large and small firms, and public and private employers. Study findings included the following: (1) over the 7 year period covered by the surveys, the percentage of employers requiring an associate degree remained at approximately 31%; (2) employers were generally satisfied with graduates' familiarity with required test and laboratory equipment; (3) the percentage of employers who felt that the college preparation for job skills was at least adequate increased from 89% in 1978 to 97% in 1984; (4) the graduates' ability to learn new skills received the strongest positive rating of any of the items in the surveys; and (5) less than 1% of the employers rated graduates' technical knowledge as poor or very poor. The survey instrument is appended. (EJV)

ED 271 211 PS 015 879

Belfer, Myron L.
Psychological Impact of AIDS on Children.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Children; *Communicable Diseases; Emotional Experience; *Emotional Problems; High Risk Students; Intervention; Social Attitudes
IDENTIFIERS- *Acquired Immune Deficiency Syndrome

There are at least three aspects to the psychological impact of acquired immune deficiency syndrome (AIDS) on children. First is the psychological response of the child with AIDS; second, the response of the child in a group at high risk for AIDS; and third, the psychological response of children in general to the perceived threat from AIDS. Pointing out that the majority of pediatric patients with AIDS are preschool children, this paper describes the child and adolescent ill with AIDS, characterizes the child's understanding of his/her condition, anticipates developmental problems associated with AIDS, and considers the effects of stigmatization on those having AIDS or in association with those having the disease. Implications for clinicians are discussed. It is concluded that the type of care system established for many of the survivors of disasters must be put in place to adequately address the needs of children and adolescents at risk for AIDS. (RH)

ED 271 298 SE 046 652

DeLuca, Diana Macintyre, Ed.
Essays on Creativity and Science. Proceedings of the Creativity and Science Conference (Honolulu, Hawaii, March 23-24, 1985).
Hawaii Council of Teachers of English, Kaneohe.
PUB DATE- 86
NOTE- 310p.
AVAILABLE FROM- Hawaii Council of Teacher of English, Windward Community College, 45-720 Keaahala Rd., Kaneohe, HI 96744. (Price $8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Creativity; Essays; Fine Arts; Humanistic Education; *Humanities; Imagination; *Interdisciplinary Approach; Philosophy; Psychology; Science Education; Science History; *Science Instruction; *Sciences; Values

Essays focusing on creativity in the humanities and sciences are contained in this proceedings of the Creativity and Science Conference. The presentors, who represented many academic disciplines, agreed that creativity is as essential to the scientist as to the humanist and that one can prepare for it but not instruct or be instructed in achieving it. The essays are organized by the themes of: (1) historical perspectives on scientific creativity; (2) neurological and psychological views; (3) science and human values; (4) educating for creativity; (5) toward a theory of scientific creativity; (6) science and the arts; and (7) case studies and personal accounts. Keynote speeches are included on such topics as imagination, the genesis of atomic physics, modern science and pantheism, life and mind in the universe, and why machines cannot do science. Also reported are two pre-conference events that highlighted science in pictures and poetry on science. (ML)

ED 271 315 SE 046 669

Craig, Robert M.
Plants for Coastal Dunes of the Gulf and South Atlantic Coasts and Puerto Rico. Agriculture Information Bulletin 460.
SPONS. AGENCY- Soil Conservation Service (DOA), Washington, D.C.
PUB DATE- Aug 84
NOTE- 87p.; Contains some colored photographs which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Botany; *Conservation (Environment); *Conservation Education; Ecology; Environmental Education; *Marine Biology; Marine Education; Natural Resources; *Plant Identification; Science Education
IDENTIFIERS- *Puerto Rico; *Sand Dunes; United States (Gulf Coast States); United States (Southeast)

Plants that have been identified as stabilizers and beautifiers of coastal dunes are described in this publication from the Soil Conservation Service (SCS). After years of tests and field trials, the SCS has singled out 43 plants as having good potential for dune revegetation based on their characteristics for erosion control, frequency of occurrence, and dominance in the natural ecosystem. The propagation techniques, habitat establishment, and the characteristic features of each of these 43 plants are explained. Information is also presented on the topics of: (1) coastal dune formation; (2) dune ecosystems; (3) revegetation planning; (4) dune plant selection and establishment; (5) planting herbaceous plants; and (6) planting trees and shrubs. An appendix contains a listing of the specified plants and the frequency of their occurrence on the Gulf and South Atlantic Coasts and in Puerto Rico. (ML)

ED 270 967 FL 015 700

Ringbom, Hakan
Transfer in Relation to Some Other Variables in L2-Learning.
PUB DATE- 85
NOTE- 14p.; In: Ringbom, Hakan, Ed. Foreign Language Learning and Bilingualism; see FL 015 699.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; Error Analysis (Language); *Grammar; *Individual Differences; *Interlanguage; Language Proficiency; Language Research; *Learning Strategies; Linguistic Theory; Second Language Learning; *Transfer of Training; *Vocabulary

Based on results of a project undertaken in Finland over many years, this definition of transfer is offered: Transfer is both a facilitating and limiting factor which provides one basis for the learner to form and test hypotheses about the second language he or she is learning. Theory and research on transfer are discussed as they relate to item versus system learning processes, perceived language distance or relatedness, the learner's receptive versus productive competence, and the learner's stage of learning. It is concluded that the four most important variables in relation to the role played by the first language in learning the second language are: (1) the learner's age and mode of learning, with adults using transfer more than children and with more transfer occurring in a foreign-language learning situation than in a second-language learning situation; (2) spontaneity of utterance, with more transfer in elicited utterances, particularly when much time is available for response; (3) the learner's proficiency in the second and other languages; and (4) differences in individual learning styles. More quantitative research on the role of these factors is recommended. A three-page list of references concludes the study. (MSE)

ED 270 982 FL 015 743

Bermudez, Andrea
Examining the Effects of Home Training on Problem-Solving Styles.
PUB DATE- 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *Cultural Context; *Family Influence; Family Life; *Hispanic Americans; *Home Schooling; Outcomes of Education; *Problem Solving; Skill Development

A study examined the possible differences in home training received by Hispanics and Anglos, the development of particular problem-solving styles as a result of home training, and possible differences between Hispanics and Anglos in problem-solving styles. A questionnaire was used to investigate home teaching style, actualization of home-encouraged problem-solving styles, and self-perceived achievement and/or degree of difficulty in learning science and math. Two nonverbal intelligence subtests were also used to measure inductive problem-solving style. Results indicate a significant difference in problem-solving behaviors encouraged in Hispanic and Anglo homes, namely that Anglo homes tend to encourage analytic and self-dependent skills more often than Hispanic homes. It is suggested that the relative breadth of cognitive skills use encouraged in the home and the use of an analytic versus a global format in teaching strategies may be more influential in academic failure among Hispanics than language skills. It is concluded that learners need to be exposed to analytic and global problem-solving behavior to ensure the development of alternative styles in approaching learning tasks successfully. (MSE)

ED 271 045 HE 019 406

Christal, Melodie E.
NCHEMS Data Holdings.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Nov 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Databases; Data Collection; Directories; *Educational Research; *Higher Education; *Information Systems; Institutional Characteristics; Longitudinal Studies; *National Surveys; School Surveys; *Statistics
IDENTIFIERS- *National Center for Higher Educ Management Systems

Data holdings of the National Center for Higher Education Management Systems as of November 30, 1984, are described. For each set of data, the following items are included: name, originating organization, contact person for originating organization, frequency of issue, time span covered by the data, subject matter and scope of the data, availability, references, and notes. Data sets that are covered include the nine Higher Education General Information Surveys (HEGIS) on institutional characteristics; opening fall enrollment; financial statistics; earned degrees conferred; salaries, tenure, and fringe benefits of full-time instructional faculty; residence and migration of college students; college and university libraries; students enrolled for advanced degrees; college and university facilities; and the HEGIS universe file. Four National Center for Education Statistics surveys/databases are also included: Directory of Postsecondary Schools with Occupational Programs; Participation in Adult Education, National Longitudinal Survey, and High School and Beyond. Additional data sets covered include four National Science Foundation surveys and 11 additional surveys/databases, including the Community, Junior, and Technical College Directory, and the Higher Education Directory. (SW)

ED 271 059 HE 019 440

Cherne, Ferne; And Others
Student Tracking System, San Antonio College.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; *Ancillary School Services; Basic Skills; College Students; Counseling Services; *Developmental Studies Programs; Higher Education; *High Risk Students; Intervention; Program Evaluation; *Recordkeeping; Skill Development; Student Characteristics; Student Development; *Tutoring; Two Year Colleges
IDENTIFIERS- *San Antonio College TX

The Student Tracking System (STS) at San Antonio College is designed to increase retention of high risk students, and primarily students enrolled in developmental education courses. In addition to identifying students experiencing difficulty in the classroom, STS alerts educational support services personnel to these students, provides a system of intervention before the student fails or withdraws, and evaluates the effectiveness of support services. Characteristics of developmental education students at the college include: low placement scores and high school grades, employed part-time, less likely to attend college for job-related reasons, want help in basic skills, and more likely to be minority. Services available through STS are provided by a Counseling Center, a Basic Skills Learning Laboratory, and a Tutorial Service. Students are referred to these services by faculty or staff, or can refer themselves. Upon completion of the services, students complete an evaluation of the service. At the end of the semester, a follow-up questionnaire is sent to each student and instructor to determine their perceptions of the services. Appendices include: an educational planning form, a referral form, descriptions of workshops for developmental students, and four evaluation forms. (SW)

ED 271 143 JC 860 349

Part-Time Faculty Handbook: Jefferson College.

Jefferson Coll., Hillsboro, Mo.

PUB DATE- 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Learning; Adult Students; *College Instruction; Community Colleges; Faculty College Relationship; Faculty Handbooks; *Part Time Faculty; *School Policy; *Teacher Student Relationship; Two Year Colleges; Two Year College Students

Designed for part-time faculty at Jefferson College, this handbook answers questions regarding institutional policies and procedures and offers tips to help part-time teachers provide the best possible teacher-learner climate, touching upon a wide variety of issues related to adult learners. The first section of the handbook contains practical ideas and information to aid in the teaching/learning process, including sections on the characteristics of adult students, their reasons for taking classes, advice on teaching adults, developmental tasks of adults,

student needs, desirable personal and professional traits for teachers, the learning process, teaching methods, course outlines, lesson plans, the first class meeting, the physical classroom environment, and the use of audio visual aids. The second half of the handbook contains information about Jefferson College and its services, a listing of administrative officers and department chairs, an academic calendar, office hours, information on admission, attendance and grading, counseling and advising, textbooks and supplies, and final examinations. The appendices include a list of college publications, emergency procedures and medical information, and student evaluation forms. (EJV)

ED 271 170 JC 860 384

Sworder, Steve
Determination of the Extent of Student Flexibility in Choosing Class Schedules.
Saddleback Community Coll. District, Mission Viejo, CA.
PUB DATE- Aug 86
NOTE- 37p.; The survey questionnaire may be marginally legible because of small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Organization; Community Colleges; Day Care; Employment; *Enrollment Influences; Multicampus Districts; Questionnaires; *Scheduling; School Schedules; School Surveys; *Student Attitudes; Two Year Colleges; *Two Year College Students

In spring 1984, a study was conducted in the Saddleback Community College District (SCCD) to assess student flexibility in choosing class schedules and to measure the importance of employment and child care responsibilities in the course selection process. The study population consisted of all students who completed class registration for spring 1984, broken down into eight enrollment categories determined by full-/part-time status and time and location of courses taken. In-person and telephone interviews were conducted with a total sample of 442 students. Study findings included the following: (1) 91% of the full-time students expressed a willingness to replace at least one desired class on their study list with another class; (2) only 43% of the part-time evening students attending at North Campus were willing to allow changes to their schedules; (3) the flexibility of full-time students was not significantly different from part-time students when the number of units in their schedule which they were willing to replace was considered; (4) faced with an inability to enroll in a desired class section, a student was more likely to take a different course at the desired time than find an open section of that course; and (5) the scheduling flexibility of students for whom work or child care responsibilities did not affect the time and place of their course differed little from those who had such constraints. The study report includes a literature review, recommendations for class schedule planning and student counseling, and the survey instrument. (RO)

ED 271 271 RC 015 832

Howell, Robert E.; Bentley, Marion T.
Assessing, Managing, and Mitigating the Impacts of Economic Decline: A Community Perspective. Hard Times: Communities in Transition.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-91
PUB DATE- Jun 86
NOTE- 12p.; For related documents, see RC 015 830-831.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Change Strategies; *Community Change; *Community Involvement; *Leadership Responsibility; Local Issues; Models;

Planning; *Rural Areas; Rural Development
IDENTIFIERS- Crisis Management; *Economic Decline; Impact; Impact Evaluation; *Impact Evaluation Model; Small Towns

Part of a series on economic recovery strategies and techniques for assessing, managing, and mitigating the impacts of economic decline resulting from plant closures, substantial layoffs, or plant relocation, this paper presents a model local leaders can use to analyze, plan, and organize activities. As a means of illustrating the kinds of impacts that may be expected and the application of the model, recent research into the psychological, social, demographic, economic, and fiscal impacts of rapid economic decline is reviewed. The research indicates that impact varies with conditions in the community, the extent of change in needs or demands outside the community, and characteristics of the source of impact. It is recommended that communities monitor for signs of change and organize for local control when decline is anticipated. The model suggests four options for local leaders to consider when economic decline is anticipated/occurring to minimize negative and maximize positive impacts: (1) political action to influence state and federal legislation, policies, and programs; (2) negotiation for impact assistance from the source of impact; (3) changes in the setting, such as worker ownership; and (4) passive nonaction. This material can also be applied to slow growth situations where problems may be similar. (NEC)

ED 271 329 SE 046 864

Mathematics, Science, and Computer Science Evaluation Report 1984-85. OEA Evaluation Report. Final Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Mar 86
NOTE- 57p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston Street, Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Science Education; Course Evaluation; Faculty Development; *Inservice Teacher Education; Mathematics Education; Mathematics Teachers; Professional Development; *Program Evaluation; Science Education; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Staff Development; Summer Programs; Teacher Workshops; Training Methods; Worksheets
IDENTIFIERS- *New York

This evaluation report of the Staff Developmnent Program in Science, Mathematics, and Computer Science for 1984-85 contains four chapters. Chapter 1 describes program background and objectives, the scope of the evaluation, and evaluation procedures.

These procedures included: (1) memoranda announcing programs; (2) project documents; (3) course schedules; (4) interviews with program directors; (5) trainee reaction forms; (6) follow-up participant questionnaires; (7) curriculum evaluation forms from teachers who piloted science curricula; and (8) observations by Office of Educational Assessment staff on mathematics staff development course sessions and satellite center workshops. Chapter 2 offers an overview of training programs in science, mathematics, and computer science. For the science component, the objectives and orientation of the staff training workshops and in-service courses are explained. For mathematics, the workshops for seventh and eighth grade teachers and supervisors are described as well as the use of training centers. Computer science programs emphasized development of new curricula, computer literacy education, use of technical assistance centers, and review of software programs. Chapter 3 presents data and comments on participants' reactions to the programs and selected aspects of instruction. Chapter 4 contains summaries, evaluations, and recommendations concerning the 1984 science, mathematics and computer science program offerings. (JM)

ED 271 031 FL 015 803

Perkins, Kyle

Measuring ESL Subjects' Ability to Perform Piagetian Concrete Operations in Reading.

PUB DATE- Mar 86
NOTE- 18p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Cognitive Processes; Cognitive Structures; Difficulty Level; *English (Second Language); *Logical Thinking; *Reading Skills; Second Language Learning; *Test Items
IDENTIFIERS- *Piagetian Tests

The research reported in this paper is concerned with the ability of students of English as a second language (ESL) to apply cognitive skills in reading. The paper focuses on: (1) a validation study of an experimental test designed to measure Piagetian concrete operations in reading and (2) the effects of the paragraph types (additive or multiplicative, classification or seriation) and the item types (easy or difficult, emphasizing intension or extension) in the Piagetian test. The subjects were 28 students of various language backgrounds enrolled in full-time intensive English classes at a university ESL center. The questions following the paragraphs were either easy or difficult in terms of the number of logical steps required to process them, and they emphasized either intension or extension. Analysis of the students' responses to the questions found that all four factors had significant effects, with some significant interactions. Overall, the Piagetian test was found to have higher construct validity than the Test of English as a Foreign Language (TOEFL) in measuring the application of logical skills to reading. (MSE)

ED 271 101 IR 012 178

Polzella, Donald J.; Hubbard, David C.

Aircrew Training Devices: Utility and Utilization of Advanced Instructional Features (Phase II-Air Training Command, Military Airlift Command, and Strategic Air Command and Phase III-Electronic Warfare Trainers).

Dayton Univ., Ohio. Research Inst.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-85-48; AFHRL-TR-85-49.
PUB DATE- 86
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Computer Software; *Flight Training; Microcomputers; *Military Training; Questionnaires; Skill Development; Surveys; Tables (Data); *Training Methods
IDENTIFIERS- *Flight Simulation

This document consists of an interim report and a final report which describe the second and third phases of a project designed to determine the utility and utilization of sophisticated hardware and software capabilities known as advanced instructional features (AIFs). Used with an aircrew training device (ATD), AIFs permit a simulator instructor to control, monitor, and fabricate simulator training missions. Phase II of the project asked 273 instructor pilots, flight engineers, and radar/navigators from Air Training Command (ATC), Military Airlift Command (MAC), and Strategic Air Command (SAC) to rate each of 16 AIFs on five seven-point rating scales. Phase III extended the survey to 155 electronic warfare and aerial gunnery instructors from ATC, SAC, and TAC training facilities. Based on utility and utilization ratings, the T-5 and T-4 trainers were the most favorably rated by the respondents. They were followed, in order, by the F-4G simulator, B-52 weapon system trainer, and A-10 simulator. The level of AIF use was affected somewhat by hardware and software unreliability, implementation time, functional limitations, and design deficiencies; however, the perceived value of a feature was the most important determiner of its use. It is recommended that: (1) a formal intensive training program be established to teach simulator instructors how to use AIFs more effectively, and (2) future procurement of AIFs be preceded by a detailed front-end analysis that clearly relates AIF capability to training needs. Appendices contain the instructional features, questionnaires, and five data tables. (JB)

ED 271 115 IR 051 552

Hardesty, Larry
Evaluation of Bibliographic Instruction.
PUB DATE- 9 Apr 86
NOTE- 49p.; Paper presented at the Library Instruction Roundtable of the Alabama Library Association (Montgomery, AL, April 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Affective Measures; *Attitude Measures; *Cognitive Measurement; *Evaluation Methods; Formative Evaluation; Higher Education; Instructional Development; *Library Instruction; *Library Skills; Position Papers; Summative Evaluation

Arguing that there is a current tendency among librarians to talk more about the evaluation of bibliographic instruction than to actually do anything about it, this paper examines limitations of and considerations pertaining to evaluation and includes: (1) a brief discussion of the history of bibliographic instruction; (2) discussion of types of evaluation including formative and summative; (3) consideration of things most often evaluated, i.e., attitudes (affective domain) and skills (cognitive domain); (4) additional methods of evaluation including quantitative and qualitative; (5) issues of validity and reliability; and (6) conclusions and recommendations. Copies of overhead transparencies referred to in the text and a list of 50 references are included. (THC)

ED 271 212 PS 015 885

Smith, Gregory J.

The Effects of Density of Array on the Development of Recall and Replacement Abilities.

PUB DATE- Apr 86

NOTE- 13p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *College Students; Elementary Education; *Elementary School Students; Higher Education; *Memory; *Performance Factors; *Recall (Psychology)

IDENTIFIERS- *Density

The present study assessed the effects that the density of an array has on two aspects of memory: the ability to recall a group of items and the ability to place these items in their original locations. First-graders, fourth-graders, and college students were asked to memorize 16 common objects presented in either a dense array or a spaced array. After performing a filler task, subjects were asked to recall the objects and then were given the objects to replace in their original locations. Recall scores were higher than replacement scores at all ages and for both dense and spaced conditions. No differences were found between genders. An interaction was found between recall score and density of presentation. First- and fourth-graders recalled the dense array better than the spaced, but college students recalled the spaced array better. The younger children's better performance on the recall of dense arrays was discussed in relation to their visual search strategies during the memorization period. (Author/RH)

ED 271 228 PS 015 902

Roberts, William L.

Parental Stress and Social Networks: Relations with Parenting and Children's Competence.

PUB DATE- Jun 86
NOTE- 29p.; Paper presented at the Annual Convention of the Canadian Psychological Association (Toronto, Ontario, Canada, June 1986).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Competence; Foreign Countries; Interpersonal Relationship; Parent Influence; *Parents; *Preschool Children; *Social Networks; *Stress Variables
IDENTIFIERS- Canada

Stress and social networks have been proposed as important determinants of parenting. In addition, parental social networks have been thought to influence child outcomes directly. Few studies, however, have examined all three areas concurrently. In the present study, which focused on the associations between parenting and children's competence in preschool, mothers and fathers in 30 families reported on stressful life events and social networks. Family interactions were assessed by home observations, observer ratings, and parent self-reports. Children's competence in preschool was assessed by teacher ratings. Findings indicated that losses (by death) were associated across methods with decreased warmth and increased control among parents. Correlations suggested that the developing social abilities of children 3 to 5.8 years of age may influence the composition of their mothers' social networks. Only a few aspects of parenting were consistently related to social network variables. Kin social support appeared to buffer the effects of stress; however, contrary findings emerged for support from friends, especially fathers' friends. Partial correlational analyses were consistent with the view that the effects of parental stress on child behavior are mediated by parent-child interactions, while social networks influence children directly, and strongly. References and data tables are appended. (Author/RH)

Salud/Servicios Personales. Libro del Profesor. (Health/Personal Services. Teacher's Guide). B2. CHOICE (Challenging Options in Career Education).

Mid-Hudson Migrant Education Center, New Paltz, NY.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- 83

NOTE- 158p.; For the English version, see ED 248 093; for other guides in the series, see RC 015 745-750. The three sets of student activity folders were removed due to reproducibility.

GRANT- 28-84-0023

AVAILABLE FROM- CHOICE, P.O. Box 250, New Paltz, NY 12561.

LANGUAGE- Spanish

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Education; Cognitive Development; *Grade 1; *Health Occupations; Instructional Materials; Learning Activities; *Migrant Education; *Occupational Information; Primary Education; Skill Development; Teaching Guides; Units of Study

IDENTIFIERS- *CHOICE (Career Education Curriculum); *Personal Services Occupations

Written in Spanish, the guide comprises the first grade unit of a career education curriculum developed for migrant students. The guide covers 12 health and personal service occupations--blacksmith, television repairer, hairdresser/barber, day care worker, waitress, gas station attendant, family doctor, ambulance driver/attendant, dietician, dentist, school nurse, and optometrist. Student workbook pages along with additional information for the teacher on the pages facing the student pages are contained in the guide. The student workbook pages contain language arts and mathematics activities. The activities are intended to help students develop skills in classification; alphabetizing; sequencing; determining greater than and less than relationships; and distinguishing between cause and effect, fact and fantasy, and main and supplementary ideas. A pre- and post-assessment with student test leaflet, teacher guide, and answer sheet utilizes pictures to measure the extent to which students understand the tools needed and the work performed in the 12 jobs. (NQA)

ED 271 256 RC 015 809

Pohland, Paul A.
Administrator Preparation Models and the Impact of the Practice Context.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; *Cultural Context; Educational Administration; Educational Strategies; *Foreign Students; Higher Education; *Latin Americans; *Masters Programs; Models; Program Content; Program Descriptions; *Program Design; Services; Social Support Groups; Spanish Speaking
IDENTIFIERS- Latin America; *University of New Mexico

To be responsible, educational administrator training programs must take the context of practice into account in program design and execution. Adaptation in content, instructional processes, and support systems are required. The University of New Mexico's Spanish Language Master's Program, which has graduated 127 students, provides a model for relevance in training program design. This program is designed to prepare educational administrators to work within an economy of scarcity where the national ethos is likely to be idiographic, conventionalist, and generalist. Because graduates will occupy senior positions in universities or ministries and professional mobility will be high, courses focus on issues germaine to centralized decision-making bodies, include observational field experiences in a variety of educational institutions, and are general in scope. Sufficient flexibility exists to permit minors. Adaptations in instructional processes must accommodate both faculty/student role reversal to allow display of student expertise and cultural demands for formalism/social distance between faculty and student. Extraordinary support systems are required to provide personal/logistical, bureaucratic/institutional, instructional, social/psychological, and continuing post-program professional services. Beyond faculty commitment and institutional support, changes in power relations are required if the prevailing homogeneity of contexts assumption is to be challenged successfully. (NEC)

ED 271 299 SE 046 653

Conservation Plants for the Northeast. Program Aid No. 1154.

SPONS. AGENCY- Soil Conservation Service (DOA), Washington, D.C.
PUB DATE- Nov 77
NOTE- 79p.; Contains colored photographs which may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Botany; *Conservation (Environment); *Conservation Education; Ecology; Environmental Education; Natural Resources; *Physical Environment; *Plant Identification; *Plant Propagation; Science Education
IDENTIFIERS- *United States (Northeast)

Descriptions of plants suited to specific conservation uses under different site conditions in the Northeast United States are presented in this booklet. The plants are classified into categories based on conservation use. These include: (1) plants for disturbed areas; (2) ornamental ground covers; (3) plants for coastal dunes and sandy inland areas; (4) wildlife food and cover plants; and (5) plants for screens, hedges, and windbreaks. Each plant is identified by its common and scientific name, climatic zone, main conservation use, growth rate, soil and site conditions, and its particular features. Suggestions for establishing plants are offered and specific planting methods are outlined for the plants discussed in the booklet. An index to the plants is also included. (ML)

ED 271 345 SO 017 233

Global Visions: A Global Exploration of Cultures by Region for the Intermediate Grades Using a Multi-Disciplinary Approach. Office for Equity Education's Multicultural Education Resource Series.

Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

PUB DATE- Oct 85

NOTE- 46p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Art Activities; *Cultural Interrelationships; *Culture; *Environment; *Geographic Concepts; *Global Approach; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Interpersonal Competence; Language Arts; Learning Activities; Lesson Plans; Problem Solving; Social Studies

This 10-lesson unit blends social studies skills, concepts, and attitudes with language arts, art, and interpersonal relations in a 2-week study of cultures. Using a global perspective, students learn about four geographic regions of the earth (polar, temperate, tropical, desert), adaptation and change in the environment, different aspects of culture, and how natural resources and culture influence interdependence, standard of living, and utilization of technology. Children create imaginary countries and creatures capable of living in each particular environment. Group discussion regarding categories of data for each country (name, language, education, food, natural resources, population, climate, form of government, chief products, interdependence, transportation, national anthem) teach decision-making skills. Students also learn to organize data, paraphase, formulate paragraphs, and practice problem-solving techniques as they evaluate their "worlds." A vocabulary list and additional activities are followed by an extensive appendix of sample lesson materials, listings of consulates in the Seattle, Washington area, geographic definitions, pen pal and pairing addresses, and an ethnic calendar. (CBC)

Learning Experiences in Population Education. Population Education Programme Service, Volume 2. For the Formal Education System.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 85
NOTE- 99p.; For related documents, see SO 017 289 and SO 017 306.
GRANT- OPE-643-1000
AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500,

Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Birth Rate; Curriculum Guides; *Demography; Educational Resources; Instructional Materials; *Population Education; *Population Growth; Population Trends; Secondary Education; Teaching Guides

One of the main products of the Regional Workshop for the Development of Packages of Adequate Learning Requirements in Population is this prototype package of curricular materials on population education. The package emphasizes that population content should be treated as an integral part of the school curriculum rather than spread thinly among many school subjects. This package contains: (1) a report on the pre-testing of the sample materials; (2) guidelines for the development of a good package and for the use of learning materials; (3) a proposed secondary school population education curriculum based on the population program's information, education, and communication (IEC) core messages; (4) teacher's guides, with test items to assess knowledge gain, attitude change and behavioral intent, and (5) learning materials for students (i.e., textual materials with appropriate illustrations). (RSL)

ED 270 998 FL 015 763

Abu-Salim, Issam M.
More on Arabic Vowel Harmony: A Metrical-Suprasegmental Approach.
PUB DATE- Apr 83
NOTE- 18p.; In: Proceedings of the Annual Linguistics Conference (2nd, Irbid, Jordan, April 1983). See FL 015 762.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; Language Research; Linguistics; *Linguistic Theory; *Phonology; *Suprasegmentals; *Vowels
IDENTIFIERS- *Prefixes

A purely segmental or suprasegmental analysis of vowel harmony in Arabic is inadequate because it leaves some questions unanswered. An approach based primarily on the metrical structure of the utterance and addressing an independent structural category, the "foot" of the word, that phonological rules may refer to, is preferred, especially when amplified by some features of the suprasegmental approach to phonological rules. It is proposed that the foot is the domain of the vowel harmony rule in the sense that, for example, a vowel /i/ will become /u/ in the vicinity of another vowel /u/ if the two vowels share the same foot, and the foot, not the stem, is specified for the feature round . This approach explains why certain prefixal vowels are not harmonized. The stem is seen as having a significant role in limiting the segments that may be harmonized. (MSE)

ED 271 197 PS 015 758

Goldberg, Sally
Begin at the Beginning and Learning to Read While Learning to Talk.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Reading; *Family Environment; *Learning Activities; Mothers; Parent Role; *Play; Preschool Education; *Teaching Methods; *Toddlers

Recounted in these two very brief papers are ways a mother arranged the home environment to teach basic skills to her 2-year-old child while enabling her daughter to play in a constructive way. The first paper focuses on learning colors and letters, storyreading at bedtime, and beginning reading activities when the child started to speak. Beginning early reading is the topic of the second paper, which reports the toddler's recognition of letters in upper and lower case and her intuitive understanding of beginning sounds. (RH)

ED 271 362 SO 017 289

Learning Experiences in Population Education. Population Education Programme Service, Volume 3. For the Non-Formal Education System.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 85

NOTE- 109p.; For related documents, see SO 017 288 and SO 017 306.

GRANT- OPE-644-1000

AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Guides; Educational Resources; Instructional Materials; *Population Education; *Population Growth; *Population Trends; Resource Units; Teaching Guides

One of the main products of the Regional Workshop for the Development of Packages of Adequate Learning Requirements in Population is this prototype package of curriculum materials in population education. The workshop notes that one of the shortcomings of country programs in population education is that the content integrated in school subjects is quite inadequate in bringing about desired attitude changes regarding population issues and problems. The prototype package contains: (1) a set of guidelines for the development and use of a good package; (2) population education curriculum built around the information, education, and communication (IEC) core messages; (3) user's guides; (4) learning materials for literate out-of-school youth, including stories/booklets, posters, and charts; and (5) survey instruments for assessing the interest, needs and problems of the community, and evaluative research instruments for pre-testing the reading materials and posters. (RSL)

ED 271 377 SO 017 334

Maffet, Gregory J.; Dye, Charles M.
The Educational Thought of Cornelius Van Til: Philosophical Foundations of the Contemporary Christian School Movement.
PUB DATE- 6 Dec 85
NOTE- 13p.; A shortened version of a paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, September 27-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Christianity; *Church Role; *Educational Philosophy; Elementary Secondary Education; Parochial Schools; *Philosophy; Private School Aid; Protestants; Religion; *Religious Education; *State Church Separation
IDENTIFIERS- *Van Til (Cornelius)

This paper gives an account of the thoughts of Cornelius Van Til on the contemporary Christian school movement. An account of the historical development of Christian compromise is given, followed by a critique of the compromise among contemporary Christian educators. Van Til claims that any educational position which falls short of being founded exclusively upon the Reformed Faith takes a compromising position with regard to the God of the Bible. The compromise is evident in fundamentalist, evangelical, Lutheran, and Catholic Christian schools. Furthermore, the compromise extends beyond non-Reformed Christian education to include absolute antithesis with all forms of non-Christian education. The paper points out Van Til's assertion that uncompromising Christian education must be built upon the presupposition of the infinite, personal, self-sufficient, triune God of the Bible. Whenever a Christian educator deviates from this foundation, compromise is present. In contrast, all non-Christian educational foundations ultimately rest on the assumption of human autonomy, of brute factual reality, and of logic. These two positions are antithetical. Thus, when Christian educators compromise or accommodate with non-Christian educational foundations, they are inconsistent with and destructive of their own Christian position. (Author/BZ)

ED 271 392 SO 017 448

Taniuchi, Lois

Classroom Discipline and Management in Japanese Elementary School Classrooms.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 49p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
CONTRACT- NIE-P-85-3025
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; Classroom Environment; *Classroom Techniques; *Comparative Education; Cross Cultural Studies; *Discipline; *Discipline Policy; *Elementary Education; Foreign Countries; Management Systems; Sanctions
IDENTIFIERS- *Japan; *United States; United States Study of Education in Japan

The major early influences and actual training methods by which classroom management routines and behavioral control strategies are established in the first grade of Japanese elementary schools are examined in the first of three sections of this study. Drawing on relevant literature and preliminary results of an 18-month ethnographic study of Japanese preschools and first grade classrooms, this paper traces the roots of the inculcation of classroom discipline, the management strategies of behavior control, and the early socialization of attitudes toward learning activities. The second section discusses the nature of preschools and day care centers as an environment for the acquisition of basic classroom routines and attitudes. The third section examines the methods used by Japanese first grade teachers during the first weeks of school to train efficient and orderly classroom routines and to establish expectations and sanctions for appropriate classroom behavior. The paper concludes by considering the continuity of these routines and disciplinary approaches over the remainder of the child's public school career and offers some observations on the relevance of the Japanese approach to the United States system. (RSL)

ED 271 406 SP 026 886

Ryan, Joseph F.; And Others
Action Planning for Educational Reform in Missouri: Public Schools and Colleges of Education Helping One Another.
PUB DATE- Nov 85
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Higher Education; State Legislation; *Teacher Education

"The Excellence in Education Act of 1985" recently passed by the Missouri General Assembly provides incentives for school districts and other institutions to encourage programs that emphasize business-education partnerships, school improvement councils, parent participation proposals, instructional improvement projects, and other school improvement projects. Recommendations have been made to colleges of education to require of their teacher candidates: (1) clinical (school-based) instructional expertise; (2) excellent teachers to serve as role models; (3) adequate supervision specific to skill attainment; and (4) opportunity to interact with professional personnel in the total school community. Assistance to school districts in the planning and implementation of action plans for reform include these components: (1) preparing principals to be instructional leaders; (2) developing a performance-based teacher evaluation system; (3) providing for career ladders; and (4) planning and implementation of a school-wide discipline plan. This paper lists selected provisions of the state bill relating to both the public schools and the colleges or schools of education. (JD)

ED 271 423 SP 027 608

Evertson, Carolyn M.; And Others

Effective Classroom Management and Instruction: An Exploration of Models. Executive Summary of Final Report.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 9p.; For the complete report, see SP 027 607.
GRANT- NIE-G-83-0063
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Elementary Secondary Education; *Research Methodology; *Staff Development; *Teacher Effectiveness; *Teaching Models; Teaching Styles; *Training Methods

A summary is presented of the final report, "Effective Classroom Management and Instruction: An Exploration of Models." The final report presents a set of linked investigations of the effects of training teachers in effective classroom management practices in a series of school-based workshops. Four purposes were addressed by the study: (1) to identify descriptive models of classroom management and instructional management used by effective and less-effective teachers; (2) to compare and contrast the descriptive models of classroom and instructional managment used by effective and less-effective teachers; (3) to compare and contrast the model of classroom management used in the training workshops with the "models-in-use" demonstrated by both trained and untrained teachers; and (4) to explore relationships among classroom management and student achievement variables, the demands placed on students for academic and social participation, and patterns of instructional interaction. (JD)

ED 271 439 SP 027 746

Lawson, LaJean; Lorentzen, Deana

Selected Sports Bras: Overall Comfort and Support.

PUB DATE- 18 Apr 86
NOTE- 31p.; For related document, see SP 027 747.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Biomechanics; *Clothing; *Evaluation; *Exercise; *Females; *Individual Differences; Womens Athletics
IDENTIFIERS- *Sports Bras

This study evaluated currently marketed sports bras on subjective measures of comfort and support both within an entire group of women and within cup sizes, correlated the subjective measures of comfort and support with previously reported biomechanical findings of support on the same bras, and further developed empirically based guidelines for the design of sports bras for small-, medium-, and large-breasted women. Fifty-nine subjects completed a questionnaire to assess subjective reactions to comfort and support of seven currently marketed sports bras after engaging in vigorous exercise in each bra for 20 minutes. Statistically significant differences in mean comfort and support scores among the seven styles of bras for the entire group and within cup sizes were revealed. Pearson correlation coefficients among comfort, support and displacement by bra style indicated that four of the bras performed significantly better than the remaining three, although none of the bras rated high in all three criteria. Design characteristics of the bras coming closest to this criterion (and the bras rated at least desirable) are discussed, along with recommendations for future sports bra research. A list of references and eight tables of data are appended. (Author/JD)

ED 271 456 SP 027 785

Apple, Michael W.
Education and Power.
REPORT NO.- ISBN-0-7448-0030-7
PUB DATE- 85
NOTE- 218p.
AVAILABLE FROM- Routledge & Kegan Paul Inc., 29 West 35th St., New York, NY 10001 ($10.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Cultural Context; *Educational Sociology; Elementary Secondary Education; *Foundations of Education; Hidden Curriculum; *Relevance (Education)

This book explores the issues surrounding the relationship between education and the larger society. The structures and relationships of education, economy, goverment, and culture are investigated as conditions of schooling are described. Chapters discuss: (1) "Reproduction, Contestation, and Curriculum"; (2) "Technical Knowledge, Deviance, and the State: The Commodification of Culture"; (3) "The Other Side of the Hidden Curriculum: Culture as Lived"; (4) "Resistance and Contradictions in Class, Culture, and the State: Culture as Lived"; (5) "Curricular Form and the Logic of Technical Control: Commodification Returns"; and (6) "Educational and Political Work: Is Success Possible?" (CB)

ED 271 473 SP 027 827

Sanford, Julie P.
Classroom Management in Junior High and Middle Schools: Findings from Two Studies. R&D Report No. 6156.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 84
NOTE- 39p.
CONTRACT- OB-NIE-G-80-0116-P2
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Organization; Classroom Environment; *Classroom Techniques; *Junior High Schools; *Middle Schools; Secondary Education; Student Behavior; Teacher Education; *Teacher Effectiveness

This report summarizes and discusses findings about classroom management from two studies, the Junior High Management Improvement Study (JMIS) and the earlier Junior High Classroom Organization Study (JHCOS). These two studies involved long-term observation in more than 160 classes in a variety of subject areas. Results of the two studies are summarized and illustrated with examples based on classroom observation. Findings about successful junior high management are compared with findings from similar studies of elementary classrooms. Implications for teacher education programs are suggested. (Author)

ED 271 487 TM 860 384

Runkel, Phillip E.
Information on the Recommendations of the Superintendent's Study Group on MEAP Plans for the Future.
Michigan State Dept. of Education, Lansing.
PUB DATE- 6 Feb 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Data Collection; *Educational Assessment; Educational Testing; Elementary Secondary Education; *Evaluation Needs; *Measurement Objectives; Minimum Competency Testing; Policy Formation; Program Proposals; *State Programs; State School District Relationship; *State Standards; Student Evaluation; *Testing Programs
IDENTIFIERS- Michigan; *Michigan Educational Assessment Program

This memorandum discusses a number of recommendations proposed for changes in the Michigan Educational Assessment Program (MEAP). The Higher Level Assessment Study Group discussed ways to further MEAP testing goals: expand testing into additional subject areas, for every pupil, on a cyclical basis; set higher standards encouraging student performance beyond the minimum; and assist local districts in developing their own assessment program. Four recommendations were made: (1) revise mathematics and reading testing of every pupil in grades 4, 7, and 10, including assessment of thinking skills and understanding concepts; (2) evaluate every student's writing skills annually; (3) use matrix sampling to annually administer some items to every pupil in health, science, social studies, career development, and thinking skills; and (4) implement these goals in grades 5, 8, and 11. Additional ideas for helping students excel included: assessing high school students' preparedness for college; providing information on advanced placement programs and tests; improving the career development curriculum; and providing a state-developed assessment model for local school districts. (Attachments to this three-page memorandum include a list of group members, the 12-page report, a timetable for implementation, and workshop materials on California's critical thinking tests.) (GDC)

ED 271 501 TM 860 410

Anderson, John F.
Questionnaire Design and Use Revisited: Recent Developments and Issues in Survey Research.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Software; Data Analysis; Data Collection; *Educational Research; *Educational Trends; Microcomputers; Questionnaires; Research Design; Research Problems; *Responses; Sample Size; *Sampling; *Surveys; *Technological Advancement; Trend Analysis
IDENTIFIERS- Computer Assisted Telephone Interviewing; Randomized Response Technique; *Response Rates (Questionnaires); Telephone Surveys

This paper summarizes and highlights some of the critical developments, issues, and trends which impact the work of survey research. The issue of preventing or minimizing nonresponse bias by successfully obtaining cooperation from people being surveyed continues to be of concern to survey research professionals. The most effective response rate stimulating strategies are those that are creatively designed to fit the people being surveyed and flexible enough to meet the changing characteristics of different populations. Regarding the effect of people who are unreachable by telephone, the important issue is making certain the sample is not different from the population in some way that will affect the results. An approach to obtaining truthful answers to questions of a sensitive nature is the randomized response technique, which presents the respondent with more questions then just the sensitive question. New developments in technology have impacted survey research in data collection and data analysis, specifically with the use of Computer Assisted Telephone Interviewing and the personal computer. Certain emerging trends might endanger the quality of research efforts: (1) over-emphasizing quick results:

(2) allowing technology to substitute for human quality; (3) restricting options; and (4) misusing qualitative methods. (PN)

ED 271 515 TM 860 433

Tucker, Ledyard R.; And Others

Comparative Accuracy of Five Indices of Dimensionality of Binary Items.

Illinois Univ., Urbana. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jan 86
NOTE- 48p.
CONTRACT- N00014-84-K-0186
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Difficulty Level; Educational Research; *Expectancy Tables; *Factor Analysis; Latent Trait Theory; *Mathematical Models; Matrices; Measurement Techniques; *Monte Carlo Methods; Psychometrics; Research Methodology; *Sample Size; Statistical Studies; Testing
IDENTIFIERS- Pearson Product Moment Correlation

A Monte Carlo study of five indices of dimensionality of binary items used a computer model that allowed sampling of both items and people. Five parameters were systematically varied in a factorial design: (1) number of common factors from one to five; (2) number of items, including 20, 30, 40, and 60; (3) sample sizes of 125 and 500; (4) nearly rectangular and highly peaked distributions of item difficulties; and (5) factor intercorrelations averaging in the thirties and in the fifties. Accuracy in distinguishing one factor from more than one was the criterion. An index involving variance-covariance matrices and based on the unidimensional property of local independence of items was overall most accurate. This index and an index based on ratios of differences in successive Eigenvalues were substantially more accurate in the peaked than in the rectangular distributions of item difficulties. An index based on the pattern of second principal factor loadings obtained in product-moment correlation matrices showed the reverse pattern. For all indices there is an increase in accuracy as both sample size and number of items is increased; for all indices there is a decrease in accuracy as factor intercorrelations are increased and as the number of factors is increased. (Author/LMO)

Project MAS 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 43p.
GRANT- G00-820-2689
AVAILABLE FROM- Office of Educational Evaluation, New York City Public Schools, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education; Curriculum Development; Elementary Education; *English (Second Language); Hispanic Americans; *Mathematics Instruction; *Native Language Instruction; Parent Participation; *Science Instruction; Staff Development
IDENTIFIERS- New York (Bronx)

This multi-site instructional program (Project MAS) provides instruction in English as a second language and native language arts, as well as bilingual instruction in mathematics and science to approximately 400 Spanish-speaking schools. It serves third through eighth graders at four sites in the Bronx. Its instructional and non-instructional (curriculum development, staff development, cultural enrichment activities, parental involvement) components are designed to meet two major needs of program students: to develop their English proficiency and to increase their knowledge of science and mathematics. The evaluation data suggest that Project MAS has met most of its goals. The statistically significant gains in English and Spanish proficiency, mathematics, and in reading (at three grade levels) fulfill the student achievement objectives. Non-instructional objectives were also met: staff felt the various training activities were very useful and the support services were highly effective. Recommendations were (1) to develop strategies to expand the project's role within the two districts and beyond the four school sites; (2) to expand the concept of teaching language through topics to include other content areas such as literature and social studies; (3) to continue to emphasize group cooperation; and (4) to develop more appropriate testing instruments for Spanish and science. (ETS)

ED 271 542 UD 025 008

George W. Wingate High School Multilingual Survival Skills Program 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 48p.; For 1983-84 report, see ED 269 527.

GRANT- G00-830-2796

AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Career Education; *English (Second Language); Haitians; High Schools; Hispanic Americans; *Native Language Instruction; School Holding Power; Staff Development

IDENTIFIERS- New York (Brooklyn)

The Multilingual Survival Skills Program provides instructional and support services to Haitian and Hispanic students. The program emphasizes the acquisition of English language skills, using the native language (Spanish, French, and/or Haitian Creole) to maintain and develop skills. The major goals of the program, in its second year of a three-year funding cycle, are to: (1) develop and implement a pilot program in Haitian Creole native language arts: (1) develop curriculum materials in Spanish for required content-area courses, focusing on the needs of illiterate and semi-literate students; (3) help students pass required courses for graduation, through a combination of bilingual content-area and English as a second language instruction and other necessary services; and (4) provide increased support services as needed. An assessment was conducted of objectives for English language development, native language arts, mathematics, science, social science and attendance. Students met the program objectives for attendance, language arts, science and social studies. Staff development, curriculum development, and parental involvement objectives were also met. A shortage of certified bilingual teachers and procedures for staff supervision were cited as areas of concern. Recommendations were made for improving the project. (MW)

ED 271 363 SO 017 290

Towards Equality of Educational Opportunity: Inter-Country Exchange of Experiences. Report of the Visits of the Panel on the Education of Girls (9th, Bangkok, Thailand, May 27-June 10, 1985).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 85
NOTE- 55p.
GRANT- M-552-1490
AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Opportunities; Educational Resources; *Enrollment Influences; Enrollment Trends; *Equal Education; Higher Education; Womens Studies
IDENTIFIERS- Asia (Southeast)

The develoment of specific programs to promote the education of girls in countries in which low female enrollment is a major obstacle to the universalization of primary education is the focus of this document. National statistics are presented for seven countries that still have low gross enrollment rates: Afghanistan (14%), Bangladesh (38%), Bhutan (10%), India (70%), Nepal (43%), Pakistan (33%), and Papua New Guinea (58%). The document predicts that the proportion of girls of primary school age not in school would be even higher if age specific rates were available. This document presents several activities to promote a continuing program for the education of girls in these countries. Bangladesh, India, Nepal, Pakistan, and Papua New Guinea have established national steering committees of high level educators and others committed to the cause of women's education to promote programs that will contribute to universalizing educational opportunities for girls. These committees have undertaken national studies to identify current problems pertaining to enrollment and programs implemented in these countries to increase to participation of girls. (RSL)

ED 271 407 SP 026 934

Requirements for Teacher Education and Certification. Part One--Certification Regulations.

South Carolina State Dept. of Education, Columbia.
PUB DATE- 86
NOTE- 23p.; For the 1983 requirements, see ED 234 033.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Mastery Tests; *State Standards; Student Teaching; *Teacher Certification; Teacher Education Programs
IDENTIFIERS- *South Carolina

This document sets forth certification requirements for prospective teachers in South Carolina. Areas covered include: (1) persons required to hold a teaching credential; (2) requirements for certification; (3) acceptable credit; (4) required examinations; (5) student teaching; (6) accredited teacher education programs; (7) application procedures; (8) credential classification; (9) additional areas of certification; (10) renewal of credentials; (11) foreign credentials; (12) prior work experiences; and (13) denial, revocation, suspension, and invalidation of credentials. (JD)

ED 271 424 SP 027 630

McMurray, J. G.
Coping Patterns and Stress in Women Teachers.

PUB DATE- 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Coping; Elementary Secondary Education; Family Environment; Foreign Countries; *Stress Management; *Stress Variables; *Teacher Attitudes; *Teacher Burnout; *Women Faculty
IDENTIFIERS- Canada

Popular opinion suggests that teaching is a stressful profession. A dissenting view is supported in this investigation of women teachers in five Canadian provinces. Self-report attitudinal questionnaires containing 26 items were mailed to a sample of 940 elementary and secondary school principals in eight Western and Eastern Canadian provinces. Each principal was instructed to give questionnaires to two female teachers on the staff. Eleven hundred and twenty-eight (60%) questionnaires were returned. Findings indicated that the magnitude of perceived stress seems to be inversely proportional to years of experience and is statistically related most often to the pressures of work. Most women teachers do not use their income to purchase compensatory home-making services, but the limited results of this study did not support the original expectation that the purchase of home-making services per se reduces stress in women teachers. A tentative conclusion is made that anxiety is intrinsic to the individual and is relatively unaffected by a variety of activities commonly believed to moderate stress. A 22-item list of references and five tables of data are included. (Author/JD)

ED 271 440 SP 027 747

Lorentzen, Deana; Lawson, LaJean
The Biomechanical Support of Eight Selected Sports Bras for Small, Medium and Large Breasted Women while Jogging.
PUB DATE- 18 Apr 86
NOTE- 32p.; For related document, see SP 027 746.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Athletics; *Biomechanics; *Clothing; *Females; *Individual Differences; *Jogging; Womens Athletics
IDENTIFIERS- *Sports Bras

This study compared the biomechanical support offered by eight presently marketed sports bras for small-, medium-, and large-breasted women while jogging. Fifty-nine subjects were filmed while jogging on a treadmill in each of the bras and in the nude condition. The vertical displacement of the breast relative to the body during one average running stride was calculated for each condition. An ANOVA and pairwise difference procedures revealed significant differences between the D cup size group and each of the remaining three cup size groups in the nude condition. In addition a two-way repeated measure ANCOVA indicated significant pairwise differences among the bras; both within each cup size group, and within the group as a whole. Implications for future biomechanical breast research and sports bra design are discussed. (Author/JD)

ED 271 457 SP 027 786

White, Merry I., Ed.; Pollak, Susan, Ed.
The Cultural Transition. Human Experience and Social Transformation in the Third World and Japan.
REPORT NO.- ISBN-0-7102-0572-4

PUB DATE- 86
NOTE- 302p.
AVAILABLE FROM- Routledge & Kegan Paul Inc., 29 West 35th St., New York, NY 10001 ($37.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Cultural Context; *Cultural Differences; *Educational Anthropology; Foreign Countries; *Non Western Civilization; Religion; Social Attitudes; Social Control; *Social Values
IDENTIFIERS- *Japan; *Third World
This book makes available a wide variety of cultural perspectives on education and on economic and social progress. It will help anyone concerned with these issues to overcome the North American and European bias which is all too common in dealing with the Third World and Japan. The focus is on three main questions: (1) How does the culture conceive of the human person and how does it expect the person to change over time? (2) What are its ideas of health, of illness and of healing? and (3) What are its models of the social environment of learning? (JD)

ED 271 474 SP 027 830

Irregular Teacher Certification Policies. What Research Says about Series, Number 3.
National Education Association, Washington, D.C.

PUB DATE- Mar 86
NOTE- 20p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (NEA members stock no. 3109-1-00, $5.00; nonmembers stock no. 3109-1-10, $10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *State Standards; *Teacher Certification; *Teacher Education; Teacher Effectiveness
IDENTIFIERS- *Alternative Certification

This monograph provides: (1) a brief review of the status of irregular certification policies in the states; (2) relevant research studies on regular certification versus irregular certification; (3) implications of alternative, emergency, and out-of-field certification; and (4) recommendations for responding to the teacher shortage problem while maintaining quality in the teaching profession. Appendixes contain a listing of alternative certification policies by states, and a table displaying requirements, limitations and frequency-of-issuance of substandard, limited or emergency credentials by states. (JD)

ED 271 378 SO 017 338

Antonoplos, Daniel P.
Student Characteristics, Learning and Curriculum in Japan.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Apr 85
NOTE- 86p.; For other studies in this series on education in Japan, see, SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Curriculum Design; Curriculum Development; Elementary Secondary Education; Higher Education; Intelligence; *International Education; Mathematics Education; Science Education; *Student Attitudes; *Student Characteristics; *Student Improvement; Surveys; Values Education
IDENTIFIERS- Educational Criticism; *Japan; *United States

National concern over the serious decline and poor performance of United States students in mathematics and science is reflected in this paper which discusses and compares performances and behavioral characteristics of Japanese students with their United States counterparts and, in some instances, with students from Sweden, Australia, England, Canada, France, and Switzerland, in an attempt to explain the magnitude of the differences among them. The descriptions and findings represent a synthesis of research results from major international comparative achievement tests in mathematics, science, and other studies deemed appropriate and important for reporting to the United States public. Among the topics discussed are: performance in mathematics; achievement in science; characteristics and trends in United States science achievement; whether there are differences in mental ability (IQ) between Japanese and United States students; amount of homework; perceptions and attitudes of Japanese students; problems of Japanese youth; learning in Japan; the curriculum in Japan's educational system; the structure of the educational curriculum of Japan; and school guidance and moral education in Japan. The paper also includes tables, a 15-page general bibliography, and several selected bibliographies. (TRS)

ED 271 393 SO 017 449

Lewis, Catherine C.
Creativity and Japanese Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 89p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Rearing; *Children; *Creativity; *Cultural Traits; *Education; Educational Objectives; Educational Philosophy; Elementary Education; Foreign Countries; Learning Processes; Memorization; Motivation; Postsecondary Education; Secondary Education; Self Expression; Test Anxiety
IDENTIFIERS- *Japan; United States Study of Education in Japan

This report addresses the relationship between education and creativity in Japan, with a focus on four issues. First, the definition and measurement of creativity is discussed. Approaches to the measurement of creativity are presented and criticized, and different meanings of creativity (i.e., originality, deviation from the group, self-expression, and achievement) are discussed. Second, evidence is reviewed from Western psychological and educational research on the factors which promote or inhibit the development of creativity. Third, Japanese education is discussed in light of the Western research findings on the factors which promote or inhibit creativity. Finally, creativity is discussed as a larger societal issue in Japan, with a view to the societal indicators which might be used to measure creativity. A number of factors are identified which may encourage the development of creativity in Japanese children, including: relatively non-controlling early child rearing, high development of basic skills which provide the basis for creative accomplishments, an emphasis on persistence and repeated practice for mastery, and educational practices which foster intrinsic motivation. Other factors are identified which may inhibit the development of creativity in Japanese children, including the rote memorization required for examination preparation, the possible impact of the examinations in undermining intrinsic motivation, and the possible low tolerance for deviation from conventional thought. (Author)

ED 271 488 TM 860 386

Macpherson, Colin R.; Rowley, Glenn L.

An Empirical Study of the Properties of Two Estimates of Decision-Consistency Used with Two Types of Teacher-Constructed Classroom Tests.

PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Comparative Testing; *Criterion Referenced Tests; Cutting Scores; Decision Making; Error of Measurement; Estimation (Mathematics); Higher Education; *Mastery Tests; *Mathematical Formulas; Multiple Choice Tests; Sample Size; *Teacher Made Tests; Test Bias; Test Construction; *Test Format; *Test Reliability
IDENTIFIERS- Test Specifications

Teacher-made mastery tests were administered in a classroom-sized sample to study their decision consistency. Decision-consistency of criterion-referenced tests is usually defined in terms of the proportion of examinees who are classified in the same way after two test administrations. Single-administration estimates of decision consistency were used in this study. First, it was shown that the Model 2 estimate of Marshall and Serlin's mean split-half coefficient of agreement was equivalent to the Subkoviak estimate of agreement. Ten 20-item criterion-referenced tests were constructed by 10 teachers, following strict criterion-referenced test specifications. Another 10 tests were constructed by another set of teachers, based on loosely-specified sets of objectives. These were called unit tests. It was found that the two estimation models examined produced estimates which were generally acceptable with teacher-constructed tests and classroom-sized samples, but the Model 2 estimate was marginally preferable in that it was generally less biased than Model 1 estimates. There was no systematic difference between the criterion referenced tests and the unit tests with respect to decision-consistency accuracy. (GDC)

ED 271 502 TM 860 411

Linkous, L. W.; And Others
A Reliability Study of the Brigance CIBS, Comprehensive Inventory of Basic Skills.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (64th, New Orleans, LA, March 31-April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Black Students; Data Analysis; Elementary Education; Listening Skills; *Measures (Individuals); *Minimum Competency Testing; Psychometrics; Reading Difficulties; Student Evaluation; Tables (Data); *Test Reliability; *Test Validity; Vocabulary Skills; White Students
IDENTIFIERS- *Comprehensive Inventory of Basic Skills (Brigance); *Test Retest Reliability

A reliability study of the Brigance Comprehensive Inventory of Basic Skills (CIBS) is presented. All test-data collectors were provided onsite training in the administration and scoring of the CIBS. The sample included 85 black and 319 white students from grades two through eight, from parochial and private schools, in a southeastern metropolitan area. Test-retest reliability coefficients were computed for Forms A and B for the total group, by race, and by sex. For the sample divided by race and by sex, the coefficients ranged from .65 to .91. There were negligible differences in reliability according to sex, and only small differences according to race. Alternate forms reliability coefficients compared favorably with the reference value of .88. The component of the CIBS that was consistently least reliable was Listening Vocabulary: reliability coefficients were less than .7 for the group as a whole and for the group split by sex and split by race. Poor performance at a few grade levels also negatively affected Reading Vocabulary. It was concluded that the reliability of the CIBS is acceptable. (PN)

ED 271 516 TM 860 439

Peterson, Gary W.

Generic Problem Solving Skills: Are They Misnomers as Constructs of Educational Outcomes?

PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Cognitive Tests; College Students; Factor Analysis; *Factor Structure; Goodness of Fit; Higher Education; Intelligence; Learning Theories; *Models; Multitrait Multimethod Techniques; *Problem Solving; *Test Validity
IDENTIFIERS- *General Factor (Intelligence); LISREL Computer Program

Construct validity of a prototype baccalaureate generic problem solving skills test was explored through a structural analysis. The assessment method used three real-life problem situations crossed by six generic skills, namely Decision-Making, Communication, Analysis, Synthesis, Valuing and Execution. There were six written responses for each skill for each problem situation. The structural model included 18 skill/task observations with 6 latent skill variables, 3 latent trait variables and a higher order general factor (g). A multitrait-multimethod design was employed using a confirmatory factor analysis (LISREL VI). The data set moderately conformed to the model with most of the variation in performance attributed to the general factor. Factor loadings were neither consistent across skills nor across tasks. Therefore, generic skills, as measured by this procedure, possess little independence from the general factor. The weaknesses in the assessment method and implications for test methodology and research in the assessment of generic problem solving skills are discussed. Descriptions of the three real life problem situations are appended. (Author/LMO)

ED 271 529 UD 024 979

High School Attendance Improvement/Dropout Prevention Program 1984-1985. Final Report. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 60p.
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Attendance Records; Career Counseling; *Dropouts; Extracurricular Activities; High Schools; *High School Students; Mentors; School Attitudes; Staff Development; *Truancy
IDENTIFIERS- New York (New York)

The Attendance Improvement/Dropout Prevention (AI/DP) Program is an umbrella program serving high-risk students in New York City's public schools. This report focuses on the high school AI/DP program, serving mainly ninth and tenth grade students who met truancy and academic failure criteria. The three short-term program objectives were: (1) improved attendance over 1983-84 rates; (2) an increased number of courses passed; and (3) improved attitudes toward school. The quantitative outcomes reveal that overall, the attendance and achievement objectives were not met: attendance levels remained about the same, while achievement levels declined moderately. Students participating in Project SOAR, the only component of AI/DP which provided intensive academic remediation as well as supportive services, maintained their high attendance and substantially improved both their academic achievement and attitudes toward school. Among the factors significantly affecting the program's equivocal findings were the newness of the program; the diversity of goals and students; and the transition difficulties of ninth graders. Recommendations include: (1) more clearly defined, communicated, and monitored eligibility requirements; (2) clear and measurable objectives for each component; (3) possible expansion of components which offer an integrated program of instruction, remediation and supportive services; and (4) follow-up services to students who no longer receive program services. (ETS)

ED 271 543 UD 025 009

Elementary and Secondary Civil Rights Survey, 1984. National Summaries.

DBS Corp., Arlington, Va.; Opportunity Systems, Inc., Washington, DC.

SPONS. AGENCY- Office for Civil Rights (ED), Washington, DC.
PUB DATE- May 86
NOTE- 45p.; For state and district summaries, see UD 025 010-011.
CONTRACT- 300-84-0236
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academically Gifted; Bilingual Education Programs; *Civil Rights; Corporal Punishment; Disabilities; Elementary Secondary Education; Emotional Disturbances; *Ethnic Distribution; Home Economics; Industrial Arts; Learning Disabilities; Limited English Speaking; Mental Retardation; Minority Groups; *National Surveys; Physical Education; *Racial Distribution; *Special Education; *Statistical Distributions; Student Characteristics; Suspension
IDENTIFIERS- Office for Civil Rights

This 1984 survey was conducted to obtain data on the characteristics of public school students in the 50 states and the District of Columbia. The 3,510 school districts selected to participate were statistically sampled from approximately 16,000 U.S. school districts, and the schools within the selected districts were subsampled: (1) all special education, vocational, and disciplinary schools, and (2) a statistical sample of remaining schools. The national summaries of data are divided into 12 statistical tables. Two lines of data are presented: actual reported, computed by aggregating the district level from each state (Tables 2-12), and projected data, computed from the reported data using sampling weights for each district (Table 1). The data are summarized by Office of Civil Rights client populations--American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; Black; White; male; and female. Table 1 (projected) and Table 2 (reported) present summaries in the following areas: enrollment; suspensions; corporal punishment; gifted-talented; educable mentally retarded; trainable mentally retarded; speech impaired; seriously emotionally disturbed; specific learning disability (data on students with limited English proficiency--LEP--given in these five areas of special education only); bilingual programs (not broken down by sex); and graduates. Full-time and part-time projected enrollment data is given for programs in the above five areas of special education and in: hard of hearing; deaf; visually handicapped; orthopedically impaired; other health impaired; deaf-blind; and multihandicapped. Special education is further subdivided by children: awaiting evaluation; identified as requiring special education; and receiving special education either in the school district or in a nondistrict facility. Also provided is enrollment by sex in both single-sex and mixed-sex classes for: home economics; industrial arts; and physical education in grades 7-9. Table 2 additionally presents classroom data by race/ethnicity. Table 3 examines school desegregation. Tables 4-6 examine minority/non-minority participation in various programs or activities (suspensions and corporal punishment, gifted/talented, and special education). Tables 7-12 present data on: classroom desegregation; analysis of LEP pupils needs and services; special education needs and services by percent of enrollment; amount of time spent in special education programs; and analysis of the distribution of single-sex classes. Survey instrument is appended. (AA)

ED 271 408 SP 027 080

Cheesman, Peter L.; Watts, Phil E.
Positive Behaviour Management. A Manual for Teachers.
REPORT NO.- ISBN-0-89397-228-2
PUB DATE- 85
NOTE- 164p.
AVAILABLE FROM- Nichols Publishing Co., 155 W. 72nd Street, New York, NY 10023 ($14.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Change; Behavior Patterns; *Behavior Problems; *Change Strategies; Classroom Techniques; Elementary Secondary Education; *Positive Reinforcement; *Student Behavior

This book was written with the aim of helping teachers deal with those behavior problems which are commonly encountered in the classroom and around the school. Part 1 discusses the background to behavior problems, psychological approaches to problem behavior, and factors affecting behavior. The assessment of behavior problems is the topic of Part 2. Suggestions are made on describing behavior, observing and measuring behavior, and choosing ways to modify behavior. In part 3, intervention strategies are described. The final part considers practical ways in which positive behavior management may be put into effect. A step-by-step guide is provided in the form of an assessment chart or intervention chart to enable a teacher to design a behavior management program. Each chapter contains all the practical information necessary for the completion of a cell in either the assessment chart or the intervention chart. The appropriate chart is given at the beginning of each chapter and the cell with which it is concerned is indicated. (JD)

ED 271 441 SP 027 750

Felder, B. Dell
Reflective Inquiry Teacher Education. University of Houston College of Education Teacher Education Program.
PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; *Inquiry; *Preservice Teacher Education; *Program Development; *Teacher Characteristics; *Teacher Education Programs; Teaching Skills
IDENTIFIERS- *Reflective Teaching; RITE Program; University of Houston TX

A new approach to teacher preparation has been implemented at the University of Houston (Texas). The principal goals of preservice education in the Reflective Inquiry Teacher Education (RITE) Program are to produce teachers who: (1) are liberally educated; (2) have a scholarly command of a discipline; (3) teach effectively; (4) reflect on and inquire into teaching practice; and (5) can work effectively in cross-cultural settings. The RITE Progam is designed with high potential for training reflective, inquiry-oriented teachers. The curriculum is organized around focal problems stimulating to the complexities of teaching. Clinical training and field practice orients students toward an analytic approach to teaching, and students are taught to use a stimulated recall process technique to inquire into their teaching effectiveness. Students are taught by faculty specialized in the pedagogics to be mastered. Ongoing research is conducted into the characteristics of effective teachers, schools, and teacher training practices. (CB)

ED 271 458 SP 027 787

LeVine, Robert A.; White, Merry I.
Human Conditions. The Cultural Basis of Educational Developments.
REPORT NO.- ISBN-0-7102-0568-6
PUB DATE- 86
NOTE- 245p.
AVAILABLE FROM- Routledge & Kegan Paul Inc, 29 West 35th Street, New York, NY 10001 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Comparative Analysis; *Cultural Influences; *Developing Nations; *Educational Policy; Foreign Countries; Global Approach; *Non Western Civilization; Social Values
IDENTIFIERS- China; Japan

Based on anthropological and historical inquiry, this book proposes and illustrates a new approach to the comparative analysis of educational policy. It investigates cultural conceptions of human potential as they inform social and economic goals of education by reviewing the transitions of Western countries, Japan, and the People's Republic of China. An analysis of the problems and emerging patterns of Third World societies reveals how and why the meanings of life for the majority of their populations are still influenced by agrarian cultural models, even after the introduction of new educational and occupational careers. It is proposed that culture-specific meanings of education are determined by each country's particular transition from its agrarian past to its current socio-economic conditions. (JD)

ED 271 475 SP 027 844

Gehrke, Nathalie J.; Taylor, Helen K.
Teacher Socialization through Career Crises.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Coping; *Emotional Response; High Schools; Public School Teachers; *Reduction in Force; *Secondary School Teachers; Self Esteem; Teacher Attitudes; Teacher Behavior; *Teacher Dismissal

This study examined the nature of teacher layoffs and their effects on the role enactment and coping strategies of teachers. Fourteen high school teachers, who were employed in a large urban school district plagued by declining enrollment, were interviewed. Each teacher had been "riffed" (reduction in force) and recalled at least once in the previous 10 years, and most had been laid off and recalled more than once. An analysis of the interviews indicated that four aspects of the riffing experience creating a perception of crisis among the teachers were: (1) the unpredictability of the phenomenon; (2) the arbitrariness and instability; (3) the adaptational demands; and (4) the dehumanization of the situation. Several coping responses were evident in the teachers faced by the crises: (1) active problem-solving; (2) fatalism (acceptance); (3) disinvestment; (4) cognitive and affective responses such as cynicism, distrust, anger, blame, anxiety, and reevaluation; and (5) dysfunctional and denial responses including absenteeism, depression, alcohol consumption, and sleeplessness. (JD)

ED 271 364 SO 017 292

Torney-Purta, Judith
Predictors of Global Awareness and Concern among Secondary School Students.
Ohio State Univ., Columbus. Mershon Center.
PUB DATE- 86
NOTE- 30p.; Document contains small type.
AVAILABLE FROM- Citizenship Development and Global Education Program, Mershon Center, 199 West Tenth Avenue, Columbus, OH 43201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Global Approach; *International Cooperation; *International Relations; Secondary Education; Surveys

This study evaluates global education at the secondary school level covering several regions of the United States and including programs which use contrasting educational approaches and conceptualizations. The programs represent a wide range of positions including the following: the period of time the program has been functioning, the extent of teacher training, the specific content areas of courses, and the use of extracurricular activities to supplement classroom-based activities. The survey instrument relied on school districts to administer surveys. Although random assignment and control over the experimental conditions were not possible, the study is unique for the breadth of the group responding. The size of the sample and the breadth of the questionnaire allow an assessment of predictors of both cognitive and attitudinal outcomes. The results of the survey suggest that some programs falling under the general categories of global education do make a positive contribution to the global awareness and concern of secondary school students. The effective programs appear to be those which have been established for several years, those which combine curriculum with extracurricular activities, and those which have stressed teacher training. Although this survey provides strong evidence that global education does work, its interpretation also suggests that simply creating a course and calling it international relations or world studies will not ensure the desired outcome. (RSL)

ED 271 379 SO 017 351

The Jefferson Meeting on the Constitution: The Constitution in the Classroom. A Teacher's Guide to Using the Jefferson Meeting as an Educational Tool.
Jefferson Foundation, Washington, DC.
PUB DATE- 85
NOTE- 24p.; For other guides in this series, see SO 017 352-358.
AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constitutional History; Government (Administrative Body); Governmental Structure; Government Role; Higher Education; Legal Education (Professions); Political Science; Secondary Education; Social Studies; *United States Government (Course)

Since its founding in 1983 The Jefferson Foundation has engaged increasing numbers of Americans in study and discussion of the U.S. Constitution. Through participation in Jefferson Meetings on the Constitution, citizens will come to a fuller understanding of how the Constitution was made, why it designed the national government the way it did, and how it structures political life. The Jefferson Foundation has extended the Jefferson Meeting to schools across the country. This guide reflects the belief that schools and colleges have a key role to play in preparing young Americans for active and informed participation in the political life of the United States. The guide also reflects the idea that teachers and students can organize and carry out effective Jefferson Meetings on the Constitution in the classroom. The guide is divided into four sections. Part 1, Getting Started, gives information needed when planning how to integrate a Jefferson Meeting on the Constitution into a course plan. Part 2 provides a step-by-step guide to the Jefferson Meeting on the Constitution. Part 3 discusses variations of the format of the meeting that will allow use in a number of settings with a variety of participants. Part 4 gives a listing of audio-visual and print resources useful in preparing and carrying out a Jefferson Meeting. The document concludes with a ready-to-mail form useful for informing the Jefferson Foundation about the success in using the materials. (Author/RSL)

ED 271 425   SP 027 664

Kurfiss, Joanne
Teaching Teachers about Teaching Thinking: Toward a Transactional Instructional Approach.
PUB DATE- 11 Oct 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 11, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Development; Developmental Stages; *Divergent Thinking; Inservice Teacher Education; *Learning Strategies; *Teaching Methods
IDENTIFIERS- Constructivist Thinking; *Thinking Skills

A description is given of an inservice course designed to acquaint teachers with current constructivist thinking and research in cognitive and developmental psychology. The focus was on sensitizing the teachers to the challenges of creating a "thinking environment" in their classrooms. The course was designed to engage students as thinkers themselves, addressing the problems of thinking-centered instruction. The students were 22 teachers, most of whom had at least 5 years of teaching experience. All of the students reported aiming for some high-level cognitive outcomes in their classes. Most reported using methods such as open-ended, higher-level questioning and responding positively to pupils' ideas. None made explicit reference to developmental levels of pupils in their pre-seminar statements, or constructivist developmental needs, or of encouraging development generally. Three major themes emerged as salient features of the course: disequilibration of the students; the role of prior knowledge in thinking; and the incorporation of constructivist concepts in the students' thinking. An outline of the course structure is followed by a report on these three themes, how the students reacted to them, and how their thinking about teaching changed. Observations are made on recent research and implications for teacher education. (JD)

ED 271 503 TM 860 412

Moon, Charles E; And Others
A Meta-Analysis of Suggestopedia, Suggestology, Suggestive-accelerative Learning and Teaching (SALT), and Super-learning.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Control Groups; Educational Research; *Effect Size; Elementary Secondary Education; Holistic Approach; *Language Processing; Learning Theories; *Meta Analysis; Outcomes of Education; *Psychoeducational Methods; Research Methodology; *Second Language Learning; *Suggestopedia; Synthesis; Validity

Forty studies using one or more components of Lozanov's method of suggestive-accelerative learning and teaching were identified from a search of all issues of the "Journal of Suggestive-Accelerative Learning and Teaching." Fourteen studies contained sufficient statistics to compute effect sizes. The studies were coded according to substantive and methodological characteristics, including type of outcome, type of treatment, and degree of internal validity. The dependent variables were measured on final status to achieve greater comparability. Studies reporting results using difference scores or residuals were not included, nor were studies that reported statistics from which effect sizes could not be recovered. All of the studies in the final set used a control group as the reference for contrasting various suggestology treatments. The distribution of effect sizes over all categories and outcomes was leptokurtic and positively skewed. The overall performance of subjects under suggestology was three-quarters of a standard deviation higher than the average performance of subjects under control conditions. The evidence seems to support the conclusion that the Lozanov method with explicit suggestion is more effective than untreated controls relative to foreign language acquisition, foreign language retention, affective attributes, and cognitive achievement and creativity. A three-page list of references concludes the report. (LMO)

ED 271 517 TM 860 447

Rock, Donald A.; And Others
Factors Associated with Decline of Test Scores of High School Seniors, 1972 to 1980. A Study of Excellence in High School Education: Educational Policies, School Quality, and Student Outcomes. Contractor Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-85-217
PUB DATE- Dec 85
NOTE- 284p.
CONTRACT- OE-300-83-0247
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Preparation; Educational Assessment; *Educational Change; Educational Facilities Improvement; Educational Policy; Family Characteristics; Federal Programs; High Schools; *High School Seniors; Institutional Characteristics; Longitudinal Studies; *National Surveys; School Demography; Secondary School Curriculum; Student Attitudes; *Student Characteristics; Test Results
IDENTIFIERS- *High School and Beyond (NCES); National Longitudinal Study High School Class 1972; *Test Score Decline

Using data from the National Longitudinal Study of the High School Seniors Class of 1972 (NLS) and from High School and Beyond (HS&B), this study documents changes in the academic achievement of high school seniors between 1972-1980. It also identifies the school and student factors related to these changes. Its purpose is to inform policymakers about the sources of current educational problems and to identify educational practices important for educational excellence. The findings indicate declines on all three achievement tests, with the largest declines in vocabulary and reading. Numerous and significant changes were identified in the characteristics of seniors, their homes and families, their schools, and their attitudes and behavior. A "step down" analysis of covariance was used to estimate how these changes separately affected the average score decline. Path analysis was employed to explore differences in the educational processes experienced by 1980 subpopulations with larger score declines and their 1972 counterparts. Results indicate that the changes from 1972 to 1980 at both the school and student level that contributed most to test score decline were: (1) a greater likelihood of being in a general or vocational curriculum rather than an academic one; (2) a drop in the frequency of taking traditional college preparation core courses; (3) a decrease in homework; and (4) increase in student dissatisfaction with the lack of academic emphasis in schools. Findings support the policy recommendations of recent national reports in regard to curriculum, course content, homework and programs for special populations. (BS)

UD

ED 271 394 SO 017 450

Stevenson, Harold W.
An Analysis of Japanese and American Textbooks in Mathematics.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 181p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
GRANT- NIE-P-85-3030; NIE-P-85-3031
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Cross Cultural Studies; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Mathematical Concepts; Mathematics Curriculum; *Mathematics Education; *Secondary School Mathematics; *Textbook Content; *Textbook Evaluation; Textbook Selection; Textbook Standards
IDENTIFIERS- *Japan; *United States; United States Study of Education in Japan

A two part examination of the evidence concerning one possible basis for the poor mathematical performance of United States students, the content of the textbooks used in their classes, is presented. The results of a detailed analysis of Japanese and U.S. mathematics textbooks for grades 1 through 12 are reported. Two international studies (1964 and 1981) and the Dallas Times Herald study are used as the basis for comparison. The first part of the research study contains a discussion of elementary school children in Japan and the United States, similarities and differences in Japanese and U.S. elementary school textbooks, and the differences between the two sets of textbooks when concepts and skills are introduced. The study concludes that material contained in the Japanese elementary school textbooks is somewhat more advanced than in the U.S. texts and concepts and skills are likely to appear earlier in Japanese textbooks. The second part of the study discusses an analysis of secondary school textbooks in the United States and Japan. The paper concludes that U.S. textbooks may form an obstacle to the learning of mathematics because they are long, wordy, and repetitive. Two extensive appendices (over 70% of the document) contain exhaustive summaries of the contents of the Japanese and U.S. elementary and secondary mathematics textbooks chosen for the study, arranged by concept and skill. (RSL)

ED 271 476 SP 027 850

Kimpston, Richard D.
Curriculum Fidelity and Implementation Tasks Employed by Teachers.
PUB DATE- Apr 83
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Curriculum Development; Elementary School Curriculum; Elementary Secondary Education; *Program Implementation; Secondary School Curriculum; *Teacher Attitudes; *Teacher Participation

This study sought to determine the degree of congruence between a planned curriculum and that actually being taught in one large midwestern suburban school district and the implementation tasks employed by teachers. In measuring curriculum congruence it was found that, while the district expects fidelity of its planned curriculum, adaptation by teachers at the various grade levels for their school was a common practice. The investigation revealed a lack of congruence between the district's specified curriculum and what was being taught, especially at the secondary level. In the second stage of the investigation it was discovered that teachers' beliefs and practices about the importance of and the participation and involvement in curriculum implementation tasks were more pronounced for those who were most closely attending to the curriculum prescribed by the district. The results of this study indicated a need for further research to investigate teacher beliefs and practices about curriculum implementation tasks in relation to the nature or characteristics of the curriculum being implemented, the expectations of the adopting unit, and the support system for implementing the pre-specified curriculum. (JD)

ED 271 489 TM 860 397

Sherman, Joel D.
Indicators of Educational Need.

SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986). Some tables contain small print.
CONTRACT- 300-85-0184
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Cost Effectiveness; Cost Indexes; Disabilities; Educational Background; *Educational Needs; Educational Planning; Educational Policy; Elementary Secondary Education; Family Characteristics; *Measurement Techniques; Mothers; Non English Speaking; One Parent Family; *Outcomes of Education; *Population Trends; Poverty; Regression (Statistics); *Research Methodology; School Statistics; Special Education; State Programs; *Student Characteristics

By focusing attention on comparative state performance in educating students, the Wall Chart (State Education Statistics, 1983) forced policymakers to consider state differences in student populations and the consequences of these differences for the outcomes of state systems of education. This paper presents the results of a study that attempted to develop and refine the methodology for constructing a state education service requirements index and to develop alternative indices based on these methodologies. Two methodologies used to develop the indices are presented. The first involved a regression analysis which measured the effects of different student characteristics on student achievement. The second methodology involved the computation of indices based on the excess cost of educating children with special educational needs. Developed indices included: (1) base indices limited to three student characteristics: poverty, handicapping, and non-English-language background; and (2) comprehensive indices that included the three base characteristics and two additional characteristics: single-parent-family status, and mother's low educational attainment. Data were obtained from the 1980 Census and the Office of Special Education and Rehabilitation Services in the Department of Education. Both methodologies produced indices of state education service requirements that were consistent in their state rankings. (Author/PN)

ED 271 530 UD 024 980

McGahey, Richard; Jeffries, John
Minorities and the Labor Market: Twenty Years of Misguided Policy.
Joint Center for Political Studies, Washington, D.C.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
REPORT NO.- ISBN-0-941410-53-6
PUB DATE- 85
NOTE- 68p.; Also supported by the Bydale Foundation.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- *Black Employment; *Blacks; *Economic Development; Economic Factors; Equal Opportunities (Jobs); Job Training; Labor Market; Racial Discrimination; *Unemployment
IDENTIFIERS- Economic Growth; *Industrial Policy

By analyzing industrial policy, this booklet reveals a long-term conceptual problem that has impeded progress toward fuller employment for blacks. The report introduces industrial policy; gives an overview of leading industrial policy proposals; outlines the employment problems of black Americans; assesses the various analyses of these problems; evaluates the efficacy of industrial policy proposals for minorities; and explores various policy options for improving the situation of black workers. Industrial polilcy fails to address black employment problems in three areas: (1) the nature of firms where blacks work; (2) the role of schools and training in the labor market; and (3) shifts in the composition and number of available jobs. Retraining programs, for example, concentrate on large primary firms and the short-term unemployed, having little value when the real problem is too few jobs. Growth alone has not solved black employment problems in the past, nor will it do so in the future. Rather than offer an alternative, the report encourages industrial policy advocates and minority leaders to engage in discussions which might lead to some new ideas for change. The report advocates a continuation of affirmative action programs, public employment, and income redistribution policies--despite the associated political problems. (ETS)

ED 271 409 SP 027 352

Chadwick, George, Ed.
Issues in the Inservice Training of Teachers.
Association for Teacher Education in Europe.
PUB DATE- Aug 83
NOTE- 209p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Foreign Countries; *Inservice Teacher Education; Needs Assessment; *Program Development; *Program Effectiveness; *Teacher Attitudes; Teacher Education Programs

The 15 papers in this publication are grouped under three categories: issues in inservice education, intervention strategies, and institutional approaches. The major issues raised are: (1) What are the key issues in inservice education? (2) If some issues are deemed more important than others, who has the right and/or power to decide which, and in what order, problems should be tackled? (3) What criteria do teachers use when defining their problems, either at an individual or school level? (4) What criteria are used by agencies external to the school when defining school-based problems? (5) What are the best methods of achieving solutions to these various problems? (6) How are the teachers to be motivated to explore these issues for themselves? and (7) What are the best methods of evaluating the quality and success of inservice programs? Authors from the Netherlands, the United Kingdom, Denmark, and West Germany discuss the design, operation, evaluation, location, length, and mode of assessment of courses which influence teacher attitudes and provoke changes in innovation. (JD)

ED 271 442 SP 027 752

Career Development System. A Proposal to Attract, Retain, and Motivate Quality Educators and to Increase Student Performance in the State of Arizona.

Arizona Education Association, Phoenix.

PUB DATE- Feb 86
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Improvement; Research Utilization; *Staff Development; State Programs; *Teacher Evaluation; *Teacher Salaries; *Teaching Conditions
IDENTIFIERS- *Arizona

A proposal is presented for attracting, retaining, and motivating effective educators and increasing student performance in Arizona. Written by the Arizona Education Association, the proposal targets three areas crucial to effective education: (1) professional growth and evaluation; (2) school environment; and (3) compensation. Part one of this report summarizes research findings pertinent to the quality education movement in Arizona. Part two summarizes the approach by the Arizona Education Association to education reform, and presents a model for a career development system for Arizona teachers. The third part elaborates upon the model by considering implications for the three targeted areas of change. Part four examines compensation issues and proposes a set of legislative recommendations. (CB)

ED 271 459 SP 027 788

Scheffler, Israel
Of Human Potential. An Essay in the Philosophy of Education.
REPORT NO.- ISBN-0-7102-0571-6
PUB DATE- 85
NOTE- 141p.
AVAILABLE FROM- Routledge & Kegan Paul Inc., 29 West 35th Street, New York, NY 10001 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Administrator Education; Curriculum Evaluation; *Educational Philosophy; *Educational Policy; Human Dignity; Humanism; *Social Values

Although the concept of human potential accurately reflects central features of human nature, its current use perpetuates traditional myths of fixity, harmony, and value, calculated to cause untold mischief in social and educational practice. This book aims to demythologize the concept of potential. It shows its roots in genuine aspects of human nature, but at the same time frees it from outworn philosphical myths by means of analytical reconstruction--thereby improving both its theoretical and its practical applicability. The book concludes with an interpretation of policy-making in education, and reflections on the ideal education of a policy-maker. (JD)

ED 271 426 SP 027 666

Schalock, Del; Fielding, Glen

Integrating Teaching and Testing. A School-Based Staff Development Program for Improving the Quality of Instruction in High Schools. A Planning Guide for Administrators and Lead Teachers. Field Review Copy.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85

NOTE- 112p.; For the handbook for high school teachers, see ED 257 821, for the resource guide, see ED 258 934, for the final report, see ED 258 935.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Instructional Improvement; *Learning Strategies; *Program Development; Secondary Education; *Staff Development; Student Evaluation; *Teaching Methods; Test Interpretation

This handbook serves as a guide for administrators and lead teachers in a staff development program for improving the quality of instruction in high schools in Oregon. The staff development program is divided into a 2-day basic training program and a 3-day advanced training program. In the first session, participants learn to establish learning goals for units of instruction, design an assessment plan, and develop measures to assess student mastery of the learning outcomes desired. The second session provides guidelines for setting standards for goal mastery, deciding how performance standards are to be applied to slow and fast learning students, and giving feedback to students on test performance that highlights what has and has not been mastered. In the advanced training program, participants review and refine the elements mastered in earlier sessions. Outlines are provided for designing an assessment plan for a course of instruction, linking grading criteria to performance, and reaching departmental and school-wide agreement on grading criteria. Guidelines and work sheets are offered for participant mastery of: (1) using information about student goal attainment in course planning and presentation; and (2) managing goal-based instruction for students working at expected levels of accomplishment, students who need assistance, and high-achieving students. (JD)

Elementary and Secondary Schools Civil Rights Survey, 1984. State Summaries.

DBS Corp., Arlington, Va.; Opportunity Systems, Inc., Washington, DC.

SPONS. AGENCY- Office for Civil Rights (ED), Washington, DC.
PUB DATE- May 86
NOTE- 729p.; For national summary, see UD 025 009; for district summary, see UD 025 011.
CONTRACT- 300-84-0236
LANGUAGE- English
EDRS Price - MF04/PC30 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academically Gifted; Bilingual Education Programs; *Civil Rights; Corporal Punishment; Disabilities; *Elementary Secondary Education; Emotional Disturbances; *Enrollment; Equal Education; Home Economics; Industrial Arts; Learning Disabilities; Mental Retardation; Minority Groups; *National Surveys; Physical Education; Public Schools; School Desegregation; *Special Education; *Statistical Surveys; *Student Characteristics; Suspension
IDENTIFIERS- Office for Civil Rights

This 1984 survey was conducted to obtain data on the characteristics of public school students in the 50 states and the District of Columbia. The 3,510 school districts selected to participate were statistically sampled from approximately 16,000 U.S. school districts, and the schools within the selected districts were subsampled: (1) all special education, vocational, and disciplinary schools, and (2) a statistical sample of remaining schools. The state summaries of data are divided into seven statistical tables. Two lines of data are presented for each state: actual reported, computed by aggregating the district level from each state (Tables B-G), and projected data, computed from the reported data using sampling weights for each district (Table A). The data are summarized by Office of Civil Rights client populations--American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; Black; White; male; and female. Table A (projected) and Table B (reported) present state-by-state summaries in the following areas: enrollment; suspensions; corporal punishment; gifted-talented; educable mentally retarded (EMR); trainable mentally retarded (TMR); speech impaired; seriously emotionally disturbed; specific learning disability (data on students with limited English proficiency given in these five areas of special education only); bilingual programs (not broken down by sex); and graduates. Special education is further subdivided by children: awaiting evaluation; identified as requiring special education; and receiving special education either in the school district or in a nondistrict facility. Also provided is enrollment by sex in both single-sex and mixed-sex classes for: home economics; industrial arts; and physical education in grades 7-9. Full-time and part-time projected enrollment data is given in these areas of special education: EMR; TMR; hard of hearing; deaf; speech impaired; visually handicapped; seriously emotionally disturbed; orthopedically impaired; other health impaired; specific learning disability; deaf-blind; and multihandicapped programs. Table B additionally presents classroom data by race/ethnicity. Table C examines school desegregation. Tables D, E, and F examine minority/non-minority participation in various programs or activities (suspensions and corporal punishment, gifted/talented, and special education). Table G presents the amount of time students and schools reportedly spent in special education programs. Appendices include the survey instruments, and an explanation of the creation of the District Universe File. (FAC)

ED 271 365 SO 017 293

Caporaso, James A.; And Others

The Comparative Study of Foreign Policy: Perspectives on the Future.

Ohio State Univ., Columbus. Mershon Center.

PUB DATE- Mar 86
NOTE- 44p.; Paper presented at the Annual Meeting of the International Studies Association (27th, Anaheim, CA, March 25-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Essays; *Foreign Policy; Hypothesis Testing; Inquiry; Methods Research; Political Issues; Recognition (Achievement); *Research Methodology; Research Skills; Theories
IDENTIFIERS- Political Analysis; Political Criticism; Political Implications

A collective assessment of the comparative study of foreign policy as a field of scholarly inquiry is presented. An effort is made to interpret the field's boundaries, to review its accomplishments, and to propose some future directions. The first section, in which the field's scope and boundaries are discussed, asserts that the boundaries are relatively fixed, with the field's central focus being on the policies and actions of national governments that are oriented toward the external world. In the next section, nine ways in which the field has grown and developed are summarized. Problems of comparative foreign policy are then discussed with particular emphasis on five methodological issues and three substantive issues. New initiatives in the field are proposed, drawing upon some of the developments in the international political economy. Because of the relatively impoverished state of theory development, the last section of the paper suggests modest strategies that may encourage scholars to think theoretically. A six-page list of references is included. (Authors/TRS)

ED 271 380 SO 017 352

The Jefferson Meeting on the Constitution: The Constitution in the Community. A Guide to Organizing a Community Jefferson Meeting.

Jefferson Foundation, Washington, DC.

PUB DATE- 85
NOTE- 22p.; For other guides in this series, see SO 017 351-358.
AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Citizen Participation; *Community Action; Community Coordination; *Community Involvement; Community Organizations; Constitutional History; Government (Administrative Body); Governmental Structure; Political Science; Social Responsibility

Since its founding in 1983, The Jefferson Foundation has engaged increasing numbers of Americans in study and discussion of the U.S. Constitution. Through participation in Jefferson Meetings on the Constitution citizens will come to a fuller understanding of how the Constitution was made, why it designed the national government the way it did, and how it structures political life. Setting up a community meeting to examine and reassess the institutions of American government and the Constitution is the focus of this four part document. Part 1 defines what a Jefferson Meeting is and gives a rationale for developing such a meeting. Part 2, planning, discusses the topics of leadership, spreading the word, delegate selection, facilities, the program, expenses, and fund-raising. Part 3 presents a step-by-step guide to the Jefferson Meeting on the Constitution. The roles include a plenary chairperson, discussion leaders, floor managers, and delegates. The basic steps include setting the agenda, the opening session, the issue committee meeting, and the plenary session. Part 4 summarizes the conference proceedings in a step-by-step fashion. The document concludes with a publications order form, a sample brochure, and an application form. (RSL)

ED 271 395 SO 017 451

Jacobson, Willard J.; And Others
Analyses and Comparisons of Science Curricula in Japan and the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 106p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
CONTRACT- NIE-P-85-3062
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; Cross Cultural Studies; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Science Instruction; Science Programs; *Science Teachers; *Secondary School Science
IDENTIFIERS- *Japan; *United States; United States Study of Education in Japan

An analysis and comparison of science education in Japan and the United States is presented. Studies in comparative science education, including the first and second International Association for the Evaluation of Educational Achievement (IEA) and the Japan and United States Cooperative Science Project, provide an empirical base for some of the analyses. The review of literature presents a guide to writings in English on science education in Japan. Similarities and differences in the structure of science education programs and a comparison of elementary and secondary programs, including earth science, physics, biology, and chemistry, are analyzed. In light of the analysis results, student achievement (both Japanese and United States) in science is discussed. Similarities and differences between teachers, teacher education, and teaching methods in both countries is examined. Science education centers, student backgrounds and expectations, sex, family size, a liking of science, future science education for students, homework, and books in the home are reviewed. Proposals for educational reform and the resulting implications for science education are examined. The study concludes with a list of questions that deserve further thought and investigation and with a 10-page bibliography. (RSL)

ED 271 443 SP 027 755

Quartararo, Marion
What Are the Attitudes of a Group of Parents towards Dr. Cooperman's Proposal of Alternative Certification of Teachers.
PUB DATE- 11 Apr 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Parent Attitudes; *Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Qualifications
IDENTIFIERS- *Alternative Certification; New Jersey

The New Jersey State Commissioner of Education has presented a proposal for alternative certification of teachers; this survey examines parent attitudes about the proposed changes for teacher education and certification. A random sample of 75 parents from a middle class suburban community responded to a questionnaire which summarized the new proposals and elicited responses about the acceptability of the new changes. Results revealed that, while slightly less than half of the parents were satisfied with their children's education, slightly more than half felt that New Jersey is facing a crisis in education. A large percentage of parents agreed with two points of the new proposals: academically able students are not being attracted to the profession, and the teaching profession must be made more attractive. Almost all of the parents in the sample did not feel that a 5-day orientation period was enough to train new applicants or that this orientation could replace currently required education courses. The largest percentage of parents felt that education courses and student teaching practice prior to actual teaching were vital and necessary parts of a teacher training program. A five-page list of references and the survey instrument are appended. (CB)

ED 271 460 SP 027 790

Kliebard, Herbert M.

The Struggle for the American Curriculum 1893-1958.

REPORT NO.- ISBN-0-7102-0055-2
PUB DATE- 86
NOTE- 300p.
AVAILABLE FROM- Routledge & Kegan Paul, Inc., 29 W. 35th Street, New York, NY 10001 ($26.45).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Academic Education; *Curriculum Development; Curriculum Evaluation; *Curriculum Problems; *Educational History; Elementary Secondary Education; *North American Culture; Progressive Education

This book explores the many forces that helped shape contemporary American curriculum. An analysis of American education built around four competing interest groups is offered. Each group holds a distinctive ideology and its own agenda for what the schools should teach. An interpretation is given of the efforts of John Dewey to transform the American curriculum. The origins and development of vocational education as the single most significant curricular innovation of the 20th century are also examined. Consideration is given to curriculum developments such as the activity curriculum, scientific curriculum-making, social reconstructionism, and life adjustment education. (JD)

ED 271 490 TM 860 398

Hunkins, Francis P.
The Impact on Students' Social Studies Achievement of Students' Use of Questions and Algorithms.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Algorithms; Analysis of Variance; Cognitive Development; Grade 8; Junior High Schools; Learning Processes; *Learning Strategies; Mathematical Logic; *Questioning Techniques; *Social Studies; Teacher Attitudes; Teaching Methods

The central objective of this study was to determine the effects of formal training in the use and types of questions and in the nature and use of algorithms on middle school students' achievement in economic geography. Subjects were 190 eighth grade students in a large metropolitan school district. Three experimental groups received either: (1) packets of materials dealing with algorithms and questions; (2) packets on algorithms; or (3) packets on questions. After reacting to the experimental material and economic geography packet, all subjects took an achievement posttest developed by the investigator. The results indicated that students who received training in algorithms differed significantly from students who lacked such training. However, students who had training in algorithms did significantly less well than those students who received training only in questions or did not receive any training at all. The results do not suggest that algorithm training and question training are significantly more beneficial to student achievement than regular teaching, but the benefit may be found in other qualities such as an increased awareness of knowledge production, rather than in the dependent variable of achievement. (PN)

ED 271 504 TM 860 413

Ethington, Corinna A.

The Robustness of LISREL Estimates in Structural Equation Models with Categorical Variables.

PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Computer Software; *Correlation; Estimation (Mathematics); Goodness of Fit; Hypothesis Testing; *Least Squares Statistics; Mathematical Models; *Matrices; *Maximum Likelihood Statistics; *Path Analysis; Statistical Bias; Statistical Studies
IDENTIFIERS- Dichotomous Variables; *LISREL Computer Program; Pearson Product Moment Correlation; *Robustness

This study examined the effect of type of correlation matrix on the robustness of LISREL maximum likelihood and unweighted least squares structural parameter estimates for models with categorical manifest variables. Two types of correlation matrices were analyzed; one containing Pearson product-moment correlations and one containing tetrachoric, polyserial, and product-moment correlations as appropriate. Using continuous variables generated according to the equations defining the population model, three cases were considered by dichotomizing some of the variables with varying degrees of skewness. When Pearson product-moment correlations were used to estimate associations involving dichotomous variables, the structural parameter estimates were biased when skewness was present in the dichotomous variables. Moreover, the degree of bias was consistent for both the maximum likelihood and unweighted least squares estimates. The analysis of mixed matrices produced average estimates that more closely approximated the model parameters except in the case where the dichotomous variables were skewed in opposite directions. (Author/BS)

ED 271 531 UD 024 982

Frawley, Robert; Zafonte, Suzanne M.
Meeting the Needs of Homeless Youth. A Report of the Homeless Youth Steering Committee.
New York State Council on Children and Families, New York.

PUB DATE- Oct 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); Educational Needs; Employment; *Homeless People; Housing; Individual Needs; Public Agencies; *Public Policy; Residential Institutions; *Social Services; *Youth
IDENTIFIERS- New York; *Shelters

This report examines the unique aspects of homelessness among youth ages 16 to 21. Section I reviews existing literature and data on the size, characteristics, and needs of homeless youth. Section II summarizes New York State's current efforts on their behalf. Section III analyzes obstacles to serving this population. Section IV outlines an action plan for New York State to improve its services. Although New York State has been a leader in recognizing the needs of runaway and homeless youth, the scope and methods of the present service delivery system fail to meet the magnitude and nature of the crisis. Probably the greatest deficiency is the lack of services available to older homeless youth as compared to those for youth and children under 16. Other gaps and barriers include the unavailability of transitional services which address long-term rather than emergency needs; inadequate coordination of services such as education, health care, and housing; and limitations of current funding sources. The recommendations address five areas: (1) coordination between state agencies; (2) implementation of a formal mechanism to ensure coordinated planning and service delivery at the local level; (3) development of transitional services; (4) improved preparation for independent living of youth in residential child care; and (5) evaluation and research in developing and improving the service delivery systems. (ETS)

ED 271 410 SP 027 353

Diniz, Fernando, Ed.; Kropveld, Peter, Ed.
Teacher Training and Special Education in the Eighties.
Association for Teacher Education in Europe.
PUB DATE- Aug 83
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Foreign Countries; Futures (of Society); Interdisciplinary Approach; Parent Participation; *Preservice Teacher Education; Social Influences; *Special Education
IDENTIFIERS- *Europe

This report presents a comprehensive overview of special education, or education of handicapped children and the preparation of special education teachers in Europe. Perspectives from eight countries are presented: United Kingdom; Netherlands; Federal Republic of Germany; Republic of Ireland; Northern Ireland; Italy; Norway; and Sweden. The first section of the report addresses the changing context of special education and describes how special education in the countries is changing as a reflection of societal developments. The second section identifies current issues in special education, including: integration of special education and regular schools; the role of parents in special education; multidisciplinary cooperation in special education; the relation between special and regular education; and micro-electronics and special education. The third section details how teachers in the different countries are prepared for their work in special education, and the final section explores further developments in teacher training for special education. (CB)

ED 271 477 SP 027 874

Teacher Mentoring. ERIC Digest #7.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 14p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Mentors; *Program Design; Program Effectiveness; *Role Models; Staff Development; Teacher Orientation
IDENTIFIERS- Beginning Teacher Induction; ERIC Digests

This digest describes teacher mentoring and its different applications. A list of 10 characteristics and activities inherent in any mentor-protege relationship is provided. A discussion is presented on the ways that mentoring, an essentally informal process, has been formalized in business firms and school systems. In considering the benefits that mentoring brings to the education system, the major benefits to both the mentor and protege are briefly discussed, and the direct and indirect benefits to the school district are pointed out. While these benefits are tangible and observable in successful mentoring programs, it is noted that there are some potential obstacles to the mentoring process, such as the injudicious matching of mentors and proteges. Descriptions are offered of two exemplary mentoring programs--the California Mentor Teacher Program, and the proposed Model School System of Louisville, Kentucky. A brief bibliography is included. (JD)

TM

ED 271 518 UD 024 736

Poyner, Lee H.; And Others
A Description of Compensatory Services in High-Poverty Schools. Sustaining Effects Study Technical Report No. 18.
System Development Corp., Santa Monica, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 81
NOTE- 149p.; Some tables may not reproduce well due to small and light print.
CONTRACT- 300-75-0332
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Elementary Education; Eligibility; Poverty; *Program Attitudes; *Program Descriptions; Program Design; Program Effectiveness; School Health Services; Socioeconomic Influences
IDENTIFIERS- Elementary Secondary Education Act Title I

This report describes compensatory education (CE) programs and compares their classroom activities with those of regular instruction programs. This report is part of an extensive series of stud[illegible] on CE and its long-term effects. Data were collected thr[illegible]erviews, structured observations, and the generation of narrative protocols based on semi-structured observation in 55 high poverty schools. Great variations were found among the different programs studied but the following general characteristics were noted: (1) Title I was the primary sponsor of compensatory services; (2) student eligibility was based on standard achievement tests and teacher judgments; (3) total amount of time students received services varied widely from school to school; (4) follow-up monitoring of students receiving compensatory services was not found in schools; (5) CE students received more reading and mathematics instruction than did other students but less regular instruction; and (6) 56% of the schools provided health services and 80% provided some compensatory nutrituon services. In general it was found that principals were well-satisfied with the effectiveness of the CE programs, students had positive attitudes toward the programs, teachers had mixed attitudes, and there was little evidence of stigmatization of program participating students. Appendixes consist of supplementary papers describing actual CE settings, lessons, and classrooms and providing examples of contrasting classroom management techniques. (CG)

ED 271 366 SO 017 295

Salamone, Frank A., Ed.
Anthropologists and Missionaries. Part II. Studies in Third World Societies. Publication Number Twenty-Six.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- 85
NOTE- 314p.; For part I of this study, see SO 017 268. For other studies in this series, see ED 251 334 and SO 017 296-297.
AVAILABLE FROM- Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 23185 ($20.00; $35.00 set).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Anthropology; *Clergy; Cross Cultural Studies; Cultural Influences; Cultural Pluralism; Culture Conflict; Developed Nations; *Developing Nations; Ethnography; Ethnology; *Global Approach; Modernization; Non Western Civilization; Poverty; Religious Differences; Religious Organizations; *Sociocultural Patterns; Socioeconomic Influences; Traditionalism; World Problems
IDENTIFIERS- *Missionaries

The topics of anthropologist-missionary relationships, theology and missiology, research methods and missionary contributions to ethnology, missionary training and methods, and specific case studies are presented. The ten essays are: (1) "An Ethnoethnography of Missionaries in Kalingaland" (Robert Lawless); (2) "Missionization and Social Change in Africa: The Case of the Church of the Brethren Mission/Ekklesiyar Yan'Uwa Nigeria in Northeastern Nigeria" (Philip Kulp); (3) "The Summer Institute of Linguistics/Wycliffe Bible Translators in Anthropological Perspective" (Robert Taylor); (4) "The Anthropological Perspective in 'Is God an American?'" (Claude Stipe); (5) "Authority and Religious Ideology among the Yoruba" (J.S. Eades); (6) "The Effects of Missionization on Cultural Identity in Two Societies" (Daniel T. Hughes); (7) "Sabbath Observance and the Social Construction of Religious Belief in a Scottish Calvinist Community" (Peter Mewett); (8) "Jamaican & Swiss-German Missionaries in the Basel Mission in the Gold Coast" (Dorothy Dee Vellenga); (9) "Perceptions of Medicine & Disease in Nigeria" (Robert Hess); and (10) "Differential Development and Missionaries in Nigeria" (Frank A. Salamone). (BZ)

ED 271 381 SO 017 353

O'Connor, Alice; Henze, Mary L.

To Make and to Alter Their Constitutions of Government: Article V and Amendment by Convention. A Guide for Discussion of the Implications of Calling a National Constitutional Convention.

Jefferson Foundation, Washington, DC.

PUB DATE- 84

NOTE- 20p.; For other guides in this series, see SO 017 351-358. Document contains light type.

AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Constitutional History; Constitutional Law; Educational Resources; Governmental Structure; Government Role; Instructional Materials; Political Science; Secondary Education; Teaching Guides; United States Government (Course)

A discussion guide, one in a series on constitutional reform issues developed by The Jefferson Foundation as part of The Jefferson Meeting on the Constitution project, examines the implications for calling a National Constitutional Convention. The controversy over the power of the amending convention is explained through tracing its development in the American revolutionary and constitutional traditions. The second section, "The Convention and Stability," emphasizes the founder's inclusion of an amendment provision as a reaction to the inflexibility of the Articles of Confederation. The third section discusses the genesis of Article V. Examples of state constitutional conventions are also included. The historical precedents of conventions are listed. The document concludes by discussing several bills introduced by Congress to set rules, regulations, and procedures for a national convention, specifically Senator Sam Irvin's in 1981 or Senator Orrin Hatch's in 1979. (RLS)

ED 271 427 SP 027 679

Jackson, Philip W.
The Practice of Teaching.

REPORT NO.- ISBN-0-8077-2810-1
PUB DATE- 86
NOTE- 159p.
AVAILABLE FROM- Teachers College, Columbia University, 1234 Amsterdam Ave., New York, NY 10027 ($9.95).
LANGUAGE- English

Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Classroom Techniques; *Instructional Development; Teacher Education; *Teacher Effectiveness; *Teaching (Occupation); Teaching Experience; *Teaching Methods

The common theme uniting this collection of six essays is the deceiving simplicity of teaching. Their underlying purpose is to uncover the complexity of the craft as embodied in the two dominant outlooks on educational thought and practice: the "mimetic" and the "transformative." Discussions are presented on five crucial issues: (1) on knowing how to teach; (2) the uncertainties of teaching; (3) real teaching; (4) the future of teaching; and (5) alternative outlooks on teaching. Observations are made about teacher student relations, the problems teachers face, and competing academic traditions. (JD)

ED 271 461 SP 027 791

Hall, Gene E.
Deriving Teaching Skill from Studies of the Implementation of Innovations in Education. Report No. 3224.
Texas Univ., Austin. Research and Development Center for Teacher Education.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adoption (Ideas); *Educational Innovation; Educational Research; Research Utilization; *Skill Development; Teacher Attitudes; *Teaching Skills

This paper examines the recent research on the change process, with emphasis on implementation of educational innovations, to see what messages might be implied for teachers and their teaching skills. How various aspects of the change process research lead to the identification and description of these kinds of skills for teachers are described. The Concerns-Based Adoption Model (CBAM) is drawn upon with particular consideration given to three diagnostic dimensions--Stages of Concern, Levels of Use, and Innovation Configurations. Research indicates that the development of teaching skills takes time, and that the level of skill development that should be expected of teachers should vary depending on where they are along the professional continuum. A two-page list of references concludes the document. (CB)

ED 271 396 SO 017 452

Hayakawa, Misao
The Quality and Socioeconomic Status of Teachers in Japan. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 149p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
CONTRACT- NIE-P-85-3045
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; Higher Education; Teacher Education; *Teacher Education Curriculum; Teacher Education Programs; *Teacher Qualifications; *Teacher Recruitment; Teacher Salaries; *Teacher Selection; *Teaching (Occupation)
IDENTIFIERS- *Japan; United States Study of Education in Japan
How teacher candidates are recruited and the quality of those candidates in Japanese education is investigated. Chapter 1 discusses the quality of teacher candidates and looks at the higher education system, colleges of education, and the quality of students in colleges of education. Chapter 2 examines teacher preparation curricula, the certification system, and the content of teacher education curricula including required coursework and specific courses in subject matter fields. Inherent problems in teacher preparation curricula are also discussed. Chapter 3 looks at the teacher employment examination including the function of the exam, recent results, the method involved, and various inherent problems. Chapter 4 investigates the function, types and quality, and evaluation of inservice teacher training. Chapter 5 examines the socioeconomic status of teachers. Salaries and allowances for public school teachers are presented as well as a comparison between teachers' salaries and salaries of other occupations. Chapter 6 discusses the future demand for teachers, the variability of the quality of teacher candidates, and the social and educational problems affecting that quality. A six-page bibliography concludes the report. (RSL)

ED 271 411 SP 027 406

TIP--Teacher Improvement Program: The Third Year.

New York State Senate, Albany. Senate Education Committee.

PUB DATE- Dec 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; *Policy Formation; Program Development; *Program Implementation; *State Programs; *Teacher Improvement; Teaching (Occupation)
IDENTIFIERS- New York

A 12-point program for improving the teaching profession is offered as a means to improve New York's schools. The recommendations contained in this document call for the state government to establish basic goals, standards, and guidelines for the teaching profession. However, local discretion and control are viewed as important elements in several of the proposed recommendations. The following are singled out for state action: (1) pilot career ladder programs; (2) master/mentor teacher-internship program; (3) teacher salaries; (4) Empire State Math and Science Fellowship and Scholarship Program; (5) teacher summer business training and employment program; (6) teacher resource and computer training centers; (7) New York State school recognition program; (8) New York State Commission on Teaching; (9) statewide clearinghouse and master plan on teaching; (10) strengthening teacher preparation programs; (11) discipline and tenure reform; and (12) certification and seniority. (JD)

ED 271 444 SP 027 756

Greendorfer, Susan L.
The Dropout Phenomenon: Sociological Perspectives.
PUB DATE- 10 Apr 86
NOTE- 18p.; Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance Convention (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletic Coaches; *Athletics; *College Students; *Dropouts; Higher Education; Parent Influence; *Participant Satisfaction; Peer Influence; Program Effectiveness; *Social Influences; Social Status

A study of college students who dropped out of sport programs found that while many students ended their sport careers between their freshman and senior years, a large number of them became involved in sport after college. This paper examines the sociological factors that have an impact upon participation or non-participation in sport programs. The following factors are discussed: (1) interactions with the athletic coach, either positive or negative; (2) parental influences and attitudes; (3) support and approval from peers; (4) team composition; (5) formal and informal social arrangements within the sport league; (6) social class; (7) ethnic or racial background; and (8) gender. Some recommendations are made for research methods that might be useful in future studies. A three-page list of references concludes the document. (JD)

ED 271 478 TM 860 265

Cook, Linda L.; Petersen, Nancy S.
Problems Related to the Use of Conventional and Item Response Theory Equating Methods in Less than Optimal Circumstances.
PUB DATE- Apr 86
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Research; *Equated Scores; Error of Measurement; Evaluation Methods; *Latent Trait Theory; Measurement Techniques; *Psychometrics; Research Needs; *Research Problems; Sample Size; *Sampling; Scaling; Statistical Distributions; *Statistical Studies; Testing Programs; Test Items
IDENTIFIERS- *Anchor Tests; Smoothing Methods

This paper examines how various equating methods are affected by: (1) sampling error; (2) sample characteristics; and (3) characteristics of anchor test items. It reviews empirical studies that investigated the invariance of equating transformations, and it discusses empirical and simulation studies that focus on how the properties of anchor tests affect conventional and item response theory equating results. Rather than offering a cookbook procedure for obtaining accurate equating results, the paper provides some practical suggestions for practitioners to follow when equating and describes some needed research. More research is needed toward improving the use of analytic techniques for smoothing or modeling marginal and bivariate frequency distributions. More testing programs need to evaluate the extent to which their operational equating results are population invariant and to examine the similarity in equating results for major population subgroups taking the test forms at different administration dates. An investigation is needed of how lack of content representativeness of the linking items, or the differences in ability levels of the new and old form groups affect: (1) item parameter scaling and their interaction with the number of linking items, (2) the position of the linking items, and (3) the scaling procedure used.

(LMO)

ED 271 491 TM 860 399

Tryjankowski, Elaine M.
Convergent-Discriminant Validity of the Jewish Employment Vocational System (JEVS).
PUB DATE- Apr 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Auditory Perception; Diagnostic Tests; *Identification; Intelligence Quotient; Intelligence Tests; Language Tests; Learning Disabilities; Prevocational Education; *Scores; Simulation; *Test Validity; *Visual Perception; Vocational Education
IDENTIFIERS- *Jewish Employment and Vocational Service System; Pearson Product Moment Correlation; Specific Language Disability Test; Wechsler Intelligence Scale for Children (Revised)

This study investigated the construct validity of five perceptual traits (auditory discrimination, visual discrimination, visual memory, visual-motor coordination, and auditory to visual-motor coordination) with five simulated work samples (union assembly, resistor reading, budgette assembly, lock assembly, and nail and screw sort) from the Jewish Employment Vocational Service System (JEVS). The subjects (mean age was 14.4 and mean intelligence quotient was 94.0) were 36 learning disabled applicants attending a prevocational assessment program in Monmouth County, New Jersey. Five subtests, from three different tests, were administered to the subjects. The tests included: (1) the Weschler Intelligence Scale for Children-Revised; (2) the Specific Language Disability Test, and (3) the JEVS. The test scores were analyzed by Pearson product-moment correlation. Utilizing the paradigm of convergent-discriminant validity, convergent validity was evidenced in four of the five work samples and discriminant validity was demonstrated in three of the five work samples. The following work samples measured a distinct perceptual construct: (1) union assembly measures visual memory; (2) budgette assembly measures visual discrimination; and (3) lock assembly measures auditory discrimination. The results indicate that simulated work samples can be used as a diagnostic instrument for assessment of perceptual abilities in a vocational setting. (PN)

ED 271 505 TM 860 414

Hillman, Susan J.

Measuring Self-Efficacy: Preliminary Steps in the Development of a Multi-Dimensional Instrument.

PUB DATE- Apr 86
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Behavior Patterns; Elementary Education; Forced Choice Technique; Grade 4; *Locus of Control; Principals; Questionnaires; *Self Concept Measures; Self Evaluation (Individuals); Teachers; *Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- *Self Efficacy

This paper reports on the development of three self-efficacy questionnaires for use in studying the interaction effect among students, teachers, and principals within an educational situation. The Student Self-Efficacy Instrument was designed from a widely used questionnaire administered to children, the Intellectual Achievement Responsibility Questionnaire, with the goal of measuring students' level of self-efficacy. Two other instruments were also developed, the Teacher-Self-Efficacy Instrument and the Principal Self-Efficacy Instrument. Two problems with the original scale required adjustment: (1) stability of cause needed to be considered; and (2) the strength of the locus of control needed to be incorporated into the instrument. The forced choice format was maintained. Eight subscales were generated as a result of 32 situations. Strength of self-efficacy was obtained by asking after each forced-choice item, "How sure are you that this would be the reason?" The student instrument required three major revisions in the process of determining the readability level, the content validity, and reliability of the different scales. Sixteen items were generated to measure teachers' level of self-efficacy and were tested for content validity and reliability. The original Principal Self-Efficacy Instrument paralleled the format of the teachers' instrument. The instruments were tested by 758 fourth grade students, 35 teachers, and 19 principals in 20 Michigan public elementary schools. A two-page list of references and the three instruments are appended. (LMO)

ED 271 532 UD 024 983

Project BETA, 1984-1985. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 86
NOTE- 41p.; For 1983-84 Report, see UD 024 911.
GRANT- G00-830-2146
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; English (Second Language); High Schools; High School Students; Immigrants; *Mainstreaming; *Multicultural Education; Native Language Instruction; Parent Participation; *Secondary School Curriculum; Staff Development
IDENTIFIERS- New York (Bronx); New York (Queens)

Project BETA is a multi-site program serving 224 recent immigrants in ninth through twelfth grade. Originally intended as an enrichment program for gifted and talented students with limited English proficiency (LEP), in practice, the program is open to all LEP students in three targeted languages: Korean, Vietnamese, and Haitian Creole/French. The project is part of the attempt to facilitate social and academic mainstreaming of LEP students by instilling in them a sense of pride in their native cultures through exposure to their histories, arts, and formal study of native languages. Increased parental involvement, and staff and curriculum development were secondary goals. Several changes have occurred since the program was proposed because only partial Title VII funding was available for both the resource teacher positions and the project director, and because lower than expected enrollment made most native langauge content-area classes impractical. Program objectives were assessed in English language development; and mathematics, science and social studies, which, except for social studies at one site, all were taught in English. Students failed to achieve the proposed English language development goal of mastering two Criterion Referenced English Syntax Test (CREST) objectives per month of instruction. The 85 percent passing objective was met by students in fall mathematics classes. (MCK)

ED 271 545 UD 025 011

Elementary and Secondary Civil Rights Survey, 1984. District Summary Volumes 1 and 2.

DBS Corp., Arlington, Va.; Opportunity Systems, Inc., Washington, DC.

SPONS. AGENCY- Office for Civil Rights (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 2,340p.; For national and state summaries, see UD 025 009-010.
CONTRACT- 300-84-0236
LANGUAGE- English
EDRS Price - MF21/PC94 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academically Gifted; Bilingual Education Programs; Corporal Punishment; Disabilities; Elementary Secondary Education; Emotional Disturbances; Home Economics; Industrial Arts; Learning Disabilities; Limited English Speaking; Mental Retardation; Minority Groups; *National Surveys; Physical Education; *Racial Distribution; *School Demography; *Special Education; State Surveys; *Statistical Distributions; *Student Characteristics; Suspension
IDENTIFIERS- Office for Civil Rights

This 1984 survey was conducted to obtain data on the characteristics of public school students in the 50 states and the District of Columbia. The 3,510 school districts selected to participate were statistically sampled from approximately 16,000 U.S. school districts, and the schools within the selected districts were subsampled: (1) all special education, vocational, and disciplinary schools, and (2) a statistical sample of remaining schools. Two lines of data are presented for each state: actual reported, computed by aggregating the district level from each state, and projected data, computed from the reported data using sampling weights for each district. The data are summarized by Office of Civil Rights (OCR) client populations--American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; Black, not of Hispanic origin; White, not of Hispanic origin; male; and female. Three types of reports are included: (1) National and State Summary of Projected Data, by state; (2) National and State Summary of Reported Data, by state; and (3) District Summary Report, by state. Each report has: (1) Identification Data (state and name and location of school district); (2) Summary Data--by individual racial/ethnic categories, total, and by sex (except for bilingual data) for the following areas: enrollment; bilingual (in need of language assistance programs); bilingual (enrolled in language assistance programs); gifted/talented; corporal punishment; suspensions; educable mentally retarded; trainable mentally retarded; speech impaired; seriously emotionally disturbed; specific learning disability; and graduates; (3) Special Education Data is subdivided by children: awaiting initial evaluation; identified as requiring special education; in special education programs in school district; in special education program in

nondistrict facility; part-time; full-time; (4) Supplemental Data reports: (1) Limited English Proficiency (LEP) students identified as in need of language assistance but not enrolled in such programs, and (2) students in selected courses (home economics, industrial arts, and physical education), by sex in single-sex and mixed-sex classes. (AA)

ED 271 428 SP 027 700

Probst, David A.; Vitters, Richard D.

Does the Tarkio College Education Department's Program Meet the Needs of Prospective Teachers? The Findings as Reported by Tarkio College Graduates 1980-84.

PUB DATE- Jun 86
NOTE- 41p.; Parts of appendices contain light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Core Curriculum; *Course Evaluation; Graduate Surveys; Higher Education; Preservice Teacher Education; Program Effectiveness; *Program Evaluation; Program Improvement; *Required Courses; *Teacher Education Programs
IDENTIFIERS- *Tarkio College MO

Graduates from the Tarkio College (Missouri) school of education were surveyed in an effort to assess the worth of the core course program required of all education majors. Eleven responses were received. The areas included in the questionnaire were career information, required course information, elementary certification information, pre-student teaching and student teaching information, and general information on the strengths and weaknesses of the department. Section one of this report discusses responses to questions relating to the graduates' teaching experiences. The second section reports findings on responses giving opinions on required courses. In the third section, responses to the questions on courses and objectives within the course which were required to obtain certification are discussed. The fourth section of the questionnaire addresses the course of studies required before student teaching. The final section reports opinions on how the education department can better meet the needs of future students. A copy of the questionnaire and cover letter and tabulation results are appended. (JD)

ED 271 462 SP 027 792

Rutherford, William L.

Teachers' Contributions to School Improvement: Reflections on Fifteen Years of Research. R&D Report 3219.

Texas Univ., Austin. Research and Development Center for Teacher Education.

PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Educational Change; Educational Innovation; Locus of Control; *Program Implementation; Teacher Influence; *Teacher Participation; Teacher Response; *Teacher Role
IDENTIFIERS- *Concerns Based Adoption Model

A report is given on findings of research studies on how teachers respond to attempts to implement educational innovations. In many cases, teachers believe their future in relation to the innovation is determined not by them, but by some superordinate. Other teacher responses may be the conviction that the change will soon fade away as other fads have or questioning the value of the change. Some teachers may also give the impression that they are using an innovation when, in fact, they are not. Researchers have concluded that teachers are most often the recipients rather than the initiators of any change affecting their classrooms and are therefore resistant to innovations. It is pointed out that although it is essential that teachers be receptive to change, when large numbers of participants are involved (as in a district-wide program), developing universal teacher ownership of the change is not possible. The effectiveness of the Concerns-Based Adoption Model (CBAM) in facilitating implementation of an innovation is discussed. The CBAM is a systematic plan for facilitating change that gives teachers priority consideration. (JD)

ED 271 519 UD 024 737

Won, Eugene Y. T.; And Others

Background, Schooling, and Achievement. Sustaining Effects Study Technical Report 20.

System Development Corp., Santa Monica, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 82
NOTE- 202p.; Some tables contain small print. Best copy available.
CONTRACT- 300-75-0332
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; *Disadvantaged; Elementary Education; *Family Influence; Institutional Characteristics; *Outcomes of Education; *Socioeconomic Influences; Student Characteristics
IDENTIFIERS- Elementary Secondary Education Act Title I

This report of a study on the influence of education on student achievement finds that while schooling does have some tangible effects, they are not enough to significantly counterbalance the effects of students' social backgrounds. The report is part of an extensive series of studies on compensatory education and its long-term effects. The study sample consisted of 15,579 first through sixth graders attending 242 public schools in the fall of 1976. Of these schools, 95 were studied over the next two years and their students were followed for up to three years. Data on students' home environments and outside activities were collected as well as information on the characteristics of each school. Basic academic skills were assessed by a set of standardized achievement tests. The data gathered were used in a series of structural-equation models of the schooling-achievement process. It was found that the effects of schooling are too modest to overcome the academic advantages of socioeconomically privileged students, and even in the early years when schooling is most effective, the linkage of school resources to background works to sustain if not increase the background-achievement relationship. It is suggested, however, that while compensatory education may not be able to alter this relationship substantially, it may make a difference to disadvantaged students by reducing the link between ability and resources and may increase their chances of completing school or enough school to participate successfully in society. Numerous data tables are used in the report. Supplementary tables, as well as detailed analyses of the study sample and of cohort patterns, are contained in the appendices. (CG)

ED 271 367 SO 017 296

Sutlive, Vinson H. Ed.; And Others
The Rise and Fall of Democracies in Third World Societies. Studies in Third World Societies. Publication Number Twenty-Seven.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- Mar 84

NOTE- 269p.; For other studies in this series, see ED 251 334, SO 017 268, and SO 017 295-297.
AVAILABLE FROM- Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 23185 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Conflict Resolution; *Democracy; Developed Nations; *Developing Nations; *Dissent; *Foreign Policy; Global Approach; Industrialization; Marxism; Modernization; Poverty; *Revolution; Terrorism; War; World Problems
IDENTIFIERS- Afghanistan; Africa; Central America; Iran; Latin America; Pakistan; Philippines; Turkey

Topics concerned with the experiments and problems of self-rule in Third World societies are presented in nine essays. The essays are: (1) "Democracy in Iran: The Untenable Dream" (John D. Stempel); (2) "Afghanistan's Struggle for National Liberation" (Hafizullah Emadi); (3) "Turkey's Experience with Political Democracy" (Paul J. Magnarella); (4) "Reasons for the Failure of Democracy in African Countries Which Have Become Independent Since 1960" (Roland Cartigny); (5) "The Establishment of Democracy in Pakistan" (Sirdar Shaukat Hyat Khan); (6) "Cosmic Revolutions: Indonesian Perspectives of Social Upheaval" (Ronald Provencher); (7) "Militarization in the Philippines" (P. N. Abinales); (8) "Latin American Democracy in the 1980s: Facade or Reality" (Judith Ewell); and (9) "United States Foreign Policy in Central America" (Donna Becker). (BZ)

O'Connor, Alice; Henze, Mary L.

The Plain Simple Business of Election: Presidential Election and the Republican Principle. A Guide for Discussion of Electoral College Reform.

Jefferson Foundation, Washington, DC.
PUB DATE- 84
NOTE- 41p.; For other guides in this series, see SO 017 351-358.

AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; *Constitutional History; Educational Resources; Governmental Structure; Instructional Materials; Political Science; *Politics; Secondary Education; Teaching Guides; United States Government (Course); *Voting

A discussion guide, one in a series on constitutional reform issues developed by The Jefferson Foundation as part of The Jefferson Meeting on the Constitution project, examines electoral college reform. The first section discusses how the electoral college functions and presents a brief history since 1787. The second section outlines four controversial elections in the years 1800, 1824, 1876, and 1888. The third section investigates major electoral alternatives including the district method, the proportional plan, and the direct popular election. The fourth section examines early changes in the electoral college. Further examination of the direct election alternative is discussed in the fifth section. The final section presents arguments for and against the electral college. Included in the document is a suggested reading list and a list of congressional hearings. (RSL)

ED 271 412 SP 027 413

Bower, Wilma; And Others

Infectious Diseases Update. Vol. 1. Current Issues in School and Community Health.

Alliance for School Health, Fair Oaks, CA.

PUB DATE- 85
NOTE- 21p.
AVAILABLE FROM- Alliance for School Health, P.O. Box 2041, Fair Oaks, CA 95628-2041 ($8.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Communicable Diseases; *Disease Control; Elementary Secondary Education; *Health Education; Public Health; Venereal Diseases
IDENTIFIERS- Acquired Immune Deficiency Syndrome; Hepatitis; Herpes

This booklet, designed to provide up-to-date, accurate information, focuses on selected viral diseases that are potentially serious, often not well understood, and periodically in the news media because of their continued impact on school and community health. General information is provided on viral diseases, the immune system, vaccines, and how infections are transmitted. Diseases discussed are: viral hepatitis, hepatitis A, hepatitis B, hepatitis non-A and hepatitis non-B, herpes, cytomegalovirus, and acquired immune deficiency syndrome (AIDS). Prevention guidelines are also suggested. (CB)

ED 271 445 SP 027 757

Carlson, Judith B.
Assessment of the Affective in Elementary School Physical Education.
PUB DATE- 9 Apr 86
NOTE- 17p.; Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance Conference (Cincinnati, OH, April 9-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Affective Behavior; *Affective Measures; Elementary Education; Emotional Response; *Physical Education; *Student Characteristics

The focus of this paper is not on the events that occur in the classroom but rather on the meaning of those events. An overview is presented of how affective assessment may be conducted in the elementary school physical education class so that teachers may more effectively observe responses of the pupils to their actions and interpret the meaning of those responses. Methods of gathering information on the characteristics and reactions of children are discussed. The kinds of affective scales that elicit responses that provide information about affective characteristics are delineated. An analysis is offered of the effectiveness of the ethnographic method of observing and reporting. Suggestions and recommendations are made to aid the teacher in becoming more aware of children's inner feelings and ways of responding to classroom demands and situtations. (JD)

ED 271 397 SO 017 453

Kataoka, Tokuo

The Influence of Class Management and Student Guidance upon Academic Work at the Elementary and Lower Secondary Education Levels in Japan.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 59p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Comparative Education; *Counseling Techniques; Curriculum; Elementary Education; *Enrichment Activities; *Extracurricular Activities; Field Trips; Foreign Countries; *Foreign Culture; *Guidance Programs; Middle Schools; Outdoor Education
IDENTIFIERS- *Japan; United States Study of Education in Japan

An important aspect of Japanese schooling is the attention given to class management and student guidance, particularly at the elementary and lower secondary levels. The Japanese school curriculum for the elementary and the lower secondary schools consists of three areas: (1) regular subjects; (2) moral education; and (3) special activities. The special activities component consists of student activities, such as student council and club activities; school events, such as ceremonial events and cultural performances; and class guidance which includes instruction on better personal relationships and assistance on motivation. Comprehensive examples of long-term homeroom activities, student council manuals, and yearly calendars of cultural event activities illustrate this mandated aspect of Japanese education. Successes and concerns associated with the class management and student guidance program are discussed and a list of references from Japanese articles and school publications is included. (CFR)

ED 271 429 SP 027 703

Tom, Alan R.

The Hidden Costs of Mandating Extended Teacher Preparation. AILACTE Occasional Paper No. 1.

Association of Independent Liberal Arts Colleges for Teacher Education.

PUB DATE- 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Graduate Study; Higher Education; *Preservice Teacher Education; Program Costs; *Program Length; *Teacher Education Programs
IDENTIFIERS- *Extended Degree Programs

Highlighted in this paper are several hidden costs entailed by mandating that all teachers be prepared through 5 or 6 years of teacher education, with the professional part of that preparation occurring at the graduate level. Four areas where mandating extended preparation may lead to hidden costs are identified: (1) encouraging a focus on procedural issues; (2) narrowing the talent pool of prospective teachers; (3) reducing the diversity of colleges/universities offering teacher education; and (4) neglecting the financial implications of extended teacher preparation. While these topics are at times overlapping, they have been separated in this paper in order to facilitate discussion and analysis. (JD)

ED 271 479 TM 860 273

Simmons, Johnny O.
The Fluharty Preschool Speech and Language Screening Test: A Look at Test Construction.
PUB DATE- 25 Nov 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Speech and Hearing Association (Washington, DC, November 22-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Comprehension; Correlation; *Difficulty Level; Language Tests; Multiple Regression Analysis; *Predictive Measurement; Preschool Education; *Scores; *Screening Tests; Speech Tests; *Test Bias; Test Construction; *Test Items; Test Reliability; White Students
IDENTIFIERS- *Fluharty Preschool Speech Language Screening Test

This study examined the need to develop reliable and valid procedures for screening large populations for possible speech and language problems and the use of the Fluharty Preschool Speech and Language Screening Test (FPSLST) as such a device. The test was administered to 260 preschool children, ages three to six. There were 166 Blacks and 94 Whites in the sample with a mean age of 4.1 years. Subjects came from two rural counties in the southern United States. Results indicated that age was positively related at a moderate level to the total subtest scores and that the overall strength of the race variable as expressed by phi values was relatively low. Analyses of step-wise discrimination and item difficulty raised questions concerning the usefulness and appropriateness of many test items. The deletion of items on the language-related subtests did not appear to save enough testing time to warrant their removal and resulting mis-classification of subjects. Multiple-regression procedures performed on the three language subtests revealed that the power of any single subtest to predict other subtests, or combination of two subtests to predict scores on a third subtest, accounted for such small degrees of variance that the continued use of all three subtests was deemed necessary. As for the internal consistency reliability of the three language subtests, only the Repetition subtest showed acceptable item homogeneity. (PN)

ED 271 492 TM 860 400

Livingston, Samuel A.
Adjusting Scores on Examinations Offering a Choice of Questions.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Difficulty Level; *Error of Measurement; Essay Tests; Mathematical Models; Multiple Choice Tests; *Scoring Formulas; Statistical Analysis; Statistical Studies; *Testing Problems; *Test Items; Test Theory

This paper deals with test fairness regarding a test consisting of two parts: (1) a "common" section, taken by all students; and (2) a "variable" section, in which some students may answer a different set of questions from other students. For example, a test taken by several thousand students each year contains a common multiple-choice portion and a common essay portion but also a variable essay portion, in which the test-taker may choose to answer any one of five questions. On this test the questions that the test-taker may choose from are intended to be of equal difficulty. When the scoring has been completed and the results tabulated, the data occasionally suggest that two or more essay questions may not have been of equal difficulty. If there had been no reason to believe, a priori, that the questions on the variable portion were of equal difficulty, the scores would need to be adjusted in such a situation. Problems arise with the two adjustments: option A leads farthest away from the assumption of equal difficulty when the evidence against it is weakest; and option B is equivalent to assuming that the questions in the variable portion are, in fact, equally difficult. A compromise is proposed that is closer to option A when the common portion predicts the variable portion accurately and closer to B when it does not. (PN)

ED 271 506 TM 860 416

Bliss, Leonard B.
Virgin Islands of the United States Public School Basic Skills Achievement Survey. Technical Report #4. Summation and Recommendations.
PUB DATE- May 84
NOTE- 33p.; For technical reports 1-3, see ED 227 150, ED 243 964, and ED 267 120.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Elementary Secondary Education; English; *Item Analysis; Language Skills; Mathematics Skills; Public Schools; Reading Skills; Reading Tests; Regional Dialects; Sampling; *Standardized Tests; *Test Reliability; *Test Validity
IDENTIFIERS- Stanford Achievement Tests; Test of Academic Skills; *Virgin Islands

A sample of slightly over 1,500 students drawn from even-numbered grades in public schools of the U.S. Virgin Islands (USVI) were given the 1973 edition of the Stanford Achievement Test (grades 2, 4, 6, and 8) and the Test of Academic Skills (grades 10 and 12) in an attempt to assess student academic achievement in the basic skill areas of mathematics, reading, and English language. This report summarizes the results of this study which were reported in detail in three previous technical reports. The tests were found to be content valid and reliable when administered to students in USVI public schools, even though the tests were designed for curricula used in the continental United States and were standardized using a sample of examinees attending continental U.S. schools. Item analysis revealed differences between the local and standardization samples based on the cognitive complexity of items on all subtests of the batteries which were administered. There were also indications of effects of local dialects on responses to the language subtests at all levels. Finally, the data indicated that most students were unable to complete the reading comprehension subtests in the standard time allotted. (Author/LMO)

Fort Hamilton High School Project SPEED: Special Education to Eliminate Dropouts 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 40p.; For 1982-83 and 1983-84 Reports, see ED 245 037 and ED 262 146.
GRANT- G00-820-2691
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *Career Education; English (Second Language); High Schools; High School Students; Immigrants; Mainstreaming; *Multicultural Education; Native Language Instruction; *Secondary School Curriculum
IDENTIFIERS- New York (Brooklyn)

Project SPEED provides instruction in English as a second language (ESL) and native language arts in addition to bilingual instruction in mathematics, social studies, computer skills, and typing to 490 students of limited English proficiency (LEP) in grades 9 through 12. All program students were born outside the United States and their native languages included Spanish, Arabic, Chinese, Vietnamese, and Khmer. Over 59 percent of the students were overage for their grade. To achieve a major goal of dropout prevention, instruction stresses development of English language skills. The aim is to prepare students for mainstreaming within two years by planning individualized programs for each student, and having classes taught by both mainstream and resource teachers to heterogeneous or homogeneous language groups. Classes include students of mixed grade levels, grouped according to proficiency in language and subject matter. Curriculum materials were developed this year in Arabic and Chinese. Parents are involved through ongoing mail and telephone contacts, and workshops and conferences at the school. Evaluation of student achievement data indicate students met program objectives in English reading, mathematics, business/vocational courses and attendance. Objectives were not met for English language achievement. (MCK)

ED 271 546 UD 025 027

Kennedy, Mary M.; And Others

Poverty, Achievement and the Distribution of Compensatory Education Services. An Interim Report from the National Assessment of Chapter 1.

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 86

NOTE- 344p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Compensatory Education; Elementary Secondary Education; Family Characteristics; *Federal Programs; *Institutional Characteristics; *Minority Groups; *Poverty; Poverty Areas; Socioeconomic Status; Statistical Analysis

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I

This document, the first of three reports to be produced as part of the National Assessment of Chapter 1 programs, summarizes a wide range of information about those whom the programs are intended to benefit. The report provides an analytic and demographic framework from which to view the actual operations of local Chapter 1 programs. The first section provides an overview of the report. Chapter 2 examines a number of aspects of the relationship between poverty and achievement. Chapter 3 describes characteristics of children whose families meet the official census definition of poverty, as well as those who experience long spells of poverty, those who live in areas with high concentrations of poverty, and students who are not high achievers in school. Chapter 4 examines characteristics of those students who actually have been served by Title I or Chapter 1 programs. Appendices include: (1) the statute for the National Assessment of Chapter 1; (2) a list of contracted studies on Chapter 1; (3) the Administrative Status Report of the National Assessment; (4) two reports on the effects of poverty on student attainment; (5) two statistical reports based on the Current Population Survey and the 1980 Census; and (6) three reports providing data on participants in Title I/Chapter 1 programs. (MW)

ED 271 413 SP 027 450

Hellawell, D. E., Ed.
Headteachers and Change in Schools in Western Europe. Teaching for a Changing Society: The Role of the Headteacher and the Implications for Headteacher Training. A Survey of Headteacher Training Courses in Six Countries of the European Community with Particular Reference to the Extent to Which They Attempt to Prepare Headteachers to Facilitate Change in Schools.
Association for Teacher Education in Europe.
PUB DATE- 84
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrator Role; *Change Agents; Educational Change; Foreign Countries; Government Role; *Leadership Training; *Principals

A report is presented of a project conducted to study the influence of headteachers on teaching for a changing society. Particular consideration was given to the implications of the project's findings for the training of headteachers as leaders for educational change. Surveys identified the nature of existing courses for headteacher training in Belgium, the Federal Republic of Germany, France, the Netherlands, Italy, and the United Kingdom. These courses were analyzed for the following features: (1) courses designed to make a headteacher into a democratic leader; (2) courses aimed at providing headteachers with diverse knowledge and information; (3) courses designed to develop general areas of competence; (4) courses providing specific skill training; and (5) courses designed to enhance the headteacher's self-concept. Descriptions are presented of the survey findings on headteacher training in the six countries. Findings indicated that headteacher training has developed very rapidly in scope in these European countries. It was also noted that there is a potential conflict between a growing recognition of the need to prepare headteachers as managers of change and an increasing trend towards viewing the head as an accountable servant of local or central government. (JD)

Barber, Betty; And Others
The Academy in Mentoring: A Model for Encouraging the Academic Achievement of Young Adolescent Girls.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adolescent Development; *Females; Junior High Schools; *Mentors; Student Attitudes; Teacher Influence; *Teacher Student Relationship; *Womens Education

The purpose of the Academy in Mentoring (Project: AIM) was to increase the number of junior high girls with academic potential to elect mathematics, science, and technical courses throughout high school and/or college, in order to provide them with greater future career opportunities. Teachers and counselors from three selected junior high schools were assisted in the development of a mentoring academy for academically able girls. The 15 teachers and 30 girls were involved in a series of training activities throughout the yearlong project. Affective and cognitive changes among teacher/mentors and students were measured by three pre- and post-test survey instruments. Significant differences on several variables were found in knowledge and attitudes of the Mentoring Academy population when compared to the control groups. Project: AIM had a positive impact on the knowledge of how mathematics and science courses provide access to many career opportunities. Both teachers and students gained an awareness of the factors which limit female representation in advanced mathematics, science, and technology courses. The results of this project support the premise that teachers can develop mentoring skills, adopt attitudes supportive of the need to encourage girls to excel in mathematics, science, and technology, and influence girls' career aspirations. (Author)

ED 271 463 SP 027 793

Willard, Julia L.; Williams, James O.
2001: An Educational Odyssey.
PUB DATE- Feb 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Futures (of Society); Higher Education; *Preservice Teacher Education; Relevance (Education)

This paper presents a concise overview of issues facing educators and their students now and within the next two decades. Issue areas discussed include the current status of professional teacher preparation; forces in the current debate; and projections for the future. Enrollment in teacher education programs and accreditation and certification are considered. These and other issues are reviewed in a future-oriented presentation of the educational odyssey of a student who enters the first grade in 1985 and will finish his academic programs at the beginning of the new millennium. (CB)

ED 271 520 UD 024 793

Equality Now! Report of the Special Committee on Visible Minorities in Canadian Society.

Canada Dept. of Supply and Services, Ottawa (Ontario).

PUB DATE- Mar 84
NOTE- 178p.; For response of Government of Canada to this report, see UD 024 794.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- *Civil Rights; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Foreign Countries; *Government Role; *Justice; Mass Media; Minority Groups; *Public Policy; *Social Integration
IDENTIFIERS- *Canada

This report presents 80 recommendations for governmental, institutional, and organizational cooperation to amend inequities of race and ethnicity in Canada. According to a general introduction, most non-white minorities are not participating fully in Canadian society: their opportunities are being denied because they are frequently believed to be from a different culture that will not "fit" the structures of public and private institutions in Canada. The government is called upon to consciously remove all obstacles preventing the full participation of all citizens in employment, education, and politics. The introduction describes how institutions, often unintentionally, can restrict the life chances of non-white individuals through a variety of seemingly neutral rules, regulations, and procedures. The introduction also gives a brief account of the creation by the House of Commons of the Special Committee on Visible Minorities, and tells how witnesses appearing before the committee have persuasively testified to the need for changes in the law, political structure, employment practices, government policies, the media, settlement programs, and the educational system. Following the introduction, the report is divided into six chapters in which members of different minorities describe particular inequities and which provide recommendations in the areas of: (1) social integration; (2) employment; (3) public policy; (4) legal and justice issues; (5) media; and (6) education. A checklist of recommendations and a glossary of terms is included, together with three appendices which present: a roster of committee witnesses; a list of groups and individuals who contributed to the committee; a list of staff members; and minutes of proceedings. (KH)

ED 271 368 SO 017 297

Serrie, Hendrick, Ed.
Anthropology and International Business. Studies in Third World Societies. Publication Number Twenty-Eight.
College of William and Mary, Williamsburg, VA. Dept. of Anthropology.
PUB DATE- Jun 84
NOTE- 312p.; For other studies in this series, see ED 251 334 and SO 017 268 and SO 017 295-296.
AVAILABLE FROM- Studies in Third World Societies, Department of Anthropology, College of William and Mary, Williamsburg, VA 23185 ($20.00).
LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Anthropology; *Business; *Business Administration; *Cross Cultural Studies; Drinking; Entrepreneurship; Foreign Countries; *International Trade; Managerial Occupations; Marketing; Modernization; Religion; Religious Differences; Socioeconomic Influences

The range and possibilities of "business anthropology" are explored in fourteen papers. The papers are presented in an order designed to illustrate five major roles for anthropologists interested in working with business: (1) conducting cross-cultural orientation programs for business personnel working in foreign countries or with different domestic ethnic groups; (2) monitoring and brokering cross-cultural business operations; (3) analyzing the business organization itself and its internal functioning; (4) analyzing the host country or host community in terms of its needs, capabilities, and limitations regarding business; and (5) teaching college courses relating anthropology to business. The papers are: (1) "Anthropological Contributions to Business in Multicultural Contexts" (Hendrick Serrie); (2) "Culture in International Business: Selecting Employees for Expatriate Assignments" (Margo L. Smith); (3) "Managing the Multinational Firm: Finding the Right Expatriate for the Job" (Jo Rainie Rodgers); (4) "Intercultural Training: An Overview of the Benefits for Business and the Anthropologist's Emerging Role" (Constance S. Ojile); (5) "Cross-Cultural Interaction: Some General Considerations for Innocents Abroad" (Hendrick Serrie); (6) "Chinese Business and Management Behavior and the Hsu Attributes: A Preliminary Inquiry" (Hendrick Serrie); (7) "A Cross-Cultural Analysis of Drinking Behavior within the Context of International Business" (Diane Zior Wilhelm); (8) "Forming Business Relationships in Bantu Africa" (Jeffrey A. Fadiman); (9) "The Anthropologist in Marketing" (S. Brian Burkhalter); (10) "The Americanization of Shoyu: American Workers and a Japanese Employment System" (John van Willigen and Richard Stoffle); (11) "The Multinational Corporation as a Form of Sociocultural Integration above the Level of the State" (Alvin W. Wolfe); (12) "The Art of Nigerian Business: Igbo Entrepreneurial Innovation Using Family Organization" (Stella B. Silverstein); (13) "Religions and Economic Externalities of American-Guatemalan Agribusiness" (Elizabeth B. Sumner-Faust); and (14) "College Courses on Business Anthropology" (Hendrick Serrie). (BZ)

ED 271 383 SO 017 355

O'Connor, Alice; Henze, Mary L.

So Great a Power to Any Single Person: The Presidential Term and Executive Power. A Guide for Discussion of Proposals to Limit the President to a Single Six-Year Term.

Jefferson Foundation, Washington, DC.

PUB DATE- 84
NOTE- 28p.; For other guides in this series, see SO 017 351-358.
AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; *Constitutional History; Educational Resources; *Federal Government; Government (Administrative Body); Governmental Structure; Government Role; Instructional Materials; Political Science; *Presidents; Secondary Education

A discussion guide, one in a series on constitutional reform issues developed by The Jefferson Foundation as part of the Jefferson Meeting on the Constitution project, examines proposals to limit the President to a single 6-year term. The first section discusses the formative debate involved in the framing of the executive branch. The Presidential term and the Anti-Federalist response are also examined. The second section focuses on the continuing debate during the 19th century over the 6-year Presidency and discusses present reform issues and national interest. The third section examines reform packages during the 1900s and gives arguments for and against a single 6-year term. Also included is a brief legislative history (1826-1984) of the debate over the 6-year Presidential term. This document concludes with a listing of quotations contributed by historians and politicians reflecting on the 6-year Presidential term. (RSL)

ED 271 398 SO 017 454

Galambos, Eva C.
Teachers in the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 28 Mar 86
NOTE- 56p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
CONTRACT- P-86-3008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demography; *Education Majors; Elementary Secondary Education; *Group Status; Racial Composition; School Demography; Science Teachers; Teacher Attitudes; *Teacher Certification; *Teacher Education Curriculum; *Teacher Qualifications; Teaching Experience
IDENTIFIERS- *Japan; *United States; United States Study of Education in Japan

Data about teachers in the United States using variables which the U.S. Department of Education has specified for comparison with corresponding data about the teachers in Japan is presented. Statistical data is employed in each of the four sections. The sections are: demographic overview, academic qualifications, status of teachers, and inservice education. The first section includes such items as racial makeup of the teaching population and averages of age, teaching experience, hours on the job per week, and advanced degrees held. The second section includes exhaustive data on the college entrance examination scores of education majors compared with those of other majors, as well as information on teacher education programs, graduate education programs, and teacher certificates. The third section includes data on how teacher salaries and benefits compare to other professions, and looks at the comparative social status of teachers. The fourth section discusses inservice educational programs, certification regulations, continuing education credits, and the teacher center approach. A two-page list of references concludes the document. (BZ)

Koehler, Virginia Richardson
The Instructional Supervision of Student Teachers.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th; San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Higher Education; *Preservice Teacher Education; *Student Teaching; *Supervisory Training; *Teacher Role; Teacher Supervision

This paper presents a literature review relating to the instructional supervision of student teachers and a description of a study relating to student teacher supervision. Data from the review and study, which involved the observation of 14 student teaching experiences, indicate that student teaching is the most important aspect of preservice teacher education. However, not enough attention is paid to the role cooperating teachers have in influencing student teachers and setting up models for the student teachers to follow. There is a great need for articulate and consciously reflective cooperating teachers for the student teaching experience. Cooperating teachers need to be able to analyze and articulate the ways in which their students have been socialized into the classroom routines and the effect of this socialization on the student teacher's performance. Schools must understand their roles not only as reflective and self-renewing places, but also as places for beginning teachers and student teachers to become socialized into such settings. In this way schools could become ideal places for student teaching and could, thereby, achieve the goal of helping to empower the teaching profession through well educated and socialized new teachers. A five-page reference list is appended. (CB)

ED 271 464 SP 027 794

McKellar, Nancy A.; Hartshorne, Timothy S.

Information Desired by Teachers in Instructional Consultation.

PUB DATE- Apr 86

NOTE- 17p.; Paper presented at the National Association of School Psychologists Convention (Hollywood, FL, April 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Information Needs; *Information Sources; *School Psychologists; Teacher Attitudes

A three-phase study was conducted to examine the types of instructional information requested by teachers and the ways in which school psychologists currently attempt to obtain such information and provide instructional consultation. In response to a questionnaire, first and fourth grade teachers reported concerns that they had about students, the information and suggestions that they want for dealing with such concerns, and the resource person who could best provide such information. Requests for answers to noninstructional questions were much more frequent than requests for instructional information. The most common instructional questions concerned appropriate methods and the ability level of the student. The school psychologist was the individual most often chosen to provide information to the teacher when the concern was academic or instructional in nature. (Author/CB)

ED 271 480 TM 860 294

Royeen, Charlotte Brasic
A Comparison of Parametric versus Nonparametric Statistics.
PUB DATE- Apr 86
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Analysis of Variance; Data Analysis; Data Interpretation; *Nonparametric Statistics; Occupational Therapy; *Regression (Statistics); *Research Design; *Research Methodology; Research Needs; Research Problems; Statistical Studies
IDENTIFIERS- *Parametric Analysis; Pearson Product Moment Correlation; T Test; *Univariate Analysis

In order to examine the possible effects of violation of assumptions using parametric procedures, this study is an exploratory investigation into the use of parametric versus nonparametric procedures using a multiple case study design. The case study investigation guidelines outlined by Yin served as the methodology. The following univariate statistical procedures, identified as the most commonly employed procedures in the occupational therapy literature (from 1980 to the present-time), served as the basis of the investigation: (1) independent t-test; (2) paired t-test; (3) one factor analysis of variance; (4) Pearson product moment correlation; and (5) regression. In each case investigated, meaningful patterns or characteristics of the data emerged which could aid interpretation regardless of class of data analysis procedure (parametric versus nonparametric) employed. Further, information on distributional characteristics of variables as revealed by exploratory data analysis compiled from research investigation over time served to define characteristics of variables studied in occupational therapy clinical research. Thus, it is recommended that occupational therapy clinical research include exploratory data analysis as a component for published research. Four pages of references and a discussion of the case study guidelines are appended. (PN)

ED 271 493 TM 860 402

Robey, Randall R.; Barcikowski, Robert S.
Type I Error in the Single Group Repeated Measures Design with
  Multiple Measures per Occasion.
PUB DATE- Apr 86
NOTE- 51p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (70th, San Francisco, CA, April
  16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Behavioral Science Research;
  Comparative Analysis; *Hypothesis Testing; Mathematical Models;
  *Monte Carlo Methods; *Multivariate Analysis; Observation;
  Predictor Variables; *Research Design; Statistical Analysis;
  *Statistical Significance; Statistical Studies
IDENTIFIERS- *Repeated Measures Design; Sphericity Tests; *Type I
  Errors

This paper reports the results of a Monte Carlo investigation of Type I errors in the single group repeated measures design where multiple measures are collected from each observational unit at each measurement occasion. The Type I error of three multivariate tests were examined. These were the doubly multivariate F test, the multivariate mixed model F test, and a recently proposed multivariate extension of Mauchly's sphericity test. The study examined the efficacy of using the latter test as preliminary test to evaluate the tenability of the multivariate sphericity assumption made by the multivariate mixed model F. The study also examined the impact of violations of the multivariate sphericity assumption upon the Type I error control of the multivariate mixed model F. The results indicate an analysis strategy for the researcher confronted with the task of analyzing data gathered using this research design. Example data sets are presented to illustrate three likely patterns of behavioral data. The data analysis strategy is discussed as it relates to each data set. (Author)

ED 271 507 TM 860 418

Koon, Jeff
The Underevaluation of Student Ratings of Academic Programs.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
AVAILABLE FROM- Jeff Koon, 1662 Blair Avenue, St. Paul, MN 55104 ($2.00 ea., $15.00 for 10).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Correlation; Higher Education; *Interrater Reliability; Program Effectiveness; *Program Evaluation; Questionnaires; *Rating Scales; Student Attitudes; *Student Evaluation of Teacher Performance; *Surveys
IDENTIFIERS- F Test; *Mail Surveys; Pearson Product Moment Correlation

This study examines the general hypothesis that surveys can be used to elicit reliable and valid student ratings of the effectiveness of most aspects of the delivery of the academic programs in which they are enrolled, and reports data on test-retest reliability for upper division majors as well as on the reliability with which ratings differentiated between programs at one institution. Strict behavioral measures have important limitations in academic program evaluation while survey items can be fitted to almost any content. Related types of student ratings are reasonably valid. Fity-five majors in engineering and the physical sciences had a mean reliability of .66 (Pearson r) when re-rating 58 aspects of their 12 academic programs over a three-month interval. The mean test-retest reliability for 58 items was .57, and the item means were stable over time (F-test). Mean ratings by students (N=620) in the 12 programs, and by students (N=496) in 14 social science-related programs, often discriminated effectively between two or more programs. The results support the hypothesis, particularly since aggregation of survey ratings rapidly increases their reliability. The need for student ratings in reviews of educational quality, and for further study of potential biases in them, is outlined. A three-page list of references concludes the report. (Author)

ED 271 534 UD 024 985

Grover Cleveland High School Project CAUSA 1984-1985. OEE Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 43p.; For 1983-84 Report, see ED 266 226.
GRANT- G00-830-2608
AVAILABLE FROM- Office of Educational Evaluation, New York City Public Schools, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *English (Second Language); High Schools; Immigrants; Mainstreaming; *Multicultural Education; Native Language Instruction; *Secondary School Curriculum; Staff Development; Vocational Education
IDENTIFIERS- New York (Queens)

This program, Project CAUSA, provided instruction in English as a second language (ESL), native language arts, and content-area courses, in addition to a career and vocational training program focused on office and computer skills, to a selected group of 141 Hispanic and Italian immigrant students of limited English proficiency (LEP). Students entered the program with a wide range of educational backgrounds and levels of native language and English proficiency. The program's aim was to help recently arrived students in the acculturation process, provide basic language, academic, and vocational skills while enhancing appreciation of their native cultures and languages. Staff development activities included training workshops and monthly department meetings. Career counseling services included career guidance, and job placement services along with academic and personal counseling, referral services, tutoring, and family contacts and advisement. Student achievement data indicate students met program objectives in English language development. Passing rates in Italian and Spanish surpassed 75 percent both semesters. Passing rates in substantive areas and bilingual business classes were significantly greater than those of mainstream students. Attendance rate was significantly higher, but their dropout rate not significantly lower than mainstream students. (MCK)

ED 271 384 SO 017 356

O'Connor, Alice; Henze, Mary L.
The Root of Republican Government: Terms of Office in the Legislative Branch. A Guide for Discussion of Proposals to Change Congressional Terms.
Jefferson Foundation, Washington, DC.
PUB DATE- 84
NOTE- 25p.; For other guides in this series, see SO 017 351-358.
AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; *Constitutional History; Educational Resources; Federal Government; Government (Administrative Body); Governmental Structure; *Government Role; Instructional Materials; *Legislators; Political Science; Secondary Education; Teaching Guides; United States Government (Course)

A discussion guide, one in a series on constitutional reform issues developed by The Jefferson Foundation as part of the Jefferson Meeting on the Constitution project, examines proposals to change congressional terms. The first section discusses representation and the sovereignty of the people through the issues of actual and virtual representation. The second section investigates terms of office and safeguarding liberties through the issues of the 2-year term, limits on tenure, and the nature of the legislator. The third section examines congressional tenure and legislative demands in the 20th century and lists arguments for and against lengthening terms in the House of Representatives and arguments for and against limiting congressional tenure. Congressional reform and other approaches since 1946 are examined. The document concludes with excerpts from congressional testimony on the 4-year term and a brief legislative history of congressional tenure. (RSL)

ED 271 414 SP 027 452

van Weert, Tom, Ed.
A Model Syllabus for Literacy in Information Technology for All Teachers.
Association for Teacher Education in Europe.
REPORT NO.- ISBN-2-87125-014-6
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; Educational Technology; Elementary Secondary Education; *Information Science; *Inservice Teacher Education; *Technological Literacy

A model syllabus is presented for promoting literacy in information technology for elementary and secondary school teachers. In the syllabus, information technology is defined, and educational implications of new information technology are discussed in terms of the societal context, and teaching and learning. Educational uses of the new information technology are outlined. Ways in which to introduce new information as well as to promote literacy in information technology in pupils are considered. Practical suggestions are given for courses to help teachers improve their literacy in the information technology field. Courses include: (1) information technology and society; (2) practical work with applications software; (3) introduction to problem solving by algorithmic means; (4) introduction to the architecture of information technology systems; and (5) methodology of teaching information technology. (CB)

ED 271 447 SP 027 771

Grosshans, Onie, R.
A Review and Analysis of Behavior Modification Techniques Used in Successful Weight Loss Programs.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; *Body Weight; *Health Programs; Positive Reinforcement; *Program Effectiveness
IDENTIFIERS- *Weight Loss

Thirty-five studies were originally selected to be analyzed as to behavior modification techniques used in successful weight-loss programs. From these, 14 studies were chosen that provided sufficient data, including follow-up data, and 4 studies that had no follow-up data but that did report data from the treatment time period. As a result of rank ordering the studies from high to low, based on the total average amount of weight loss attained during the entire study (treatment plus follow-up), two groups were formed; the more successful and the least successful weight-loss programs. The findings showed that self-monitoring, stimulus control, and cognitive restructuring were used by the least and most successful programs, but only behavioral contracting, positive reinforcement, and chaining were utilized in the more successful weight-loss programs. Other noteworthy findings included the difference in average follow-up weeks between the least successful (53 weeks) and most successful programs (27 weeks), difference in average weight loss during treatment for the least successful (15.9 lbs.) programs compared to the more successful programs (13.3 lbs.), and the difference and comparison of average weight loss, at the end of the follow-up between the least successful programs (14.9) and the more successful programs (10.9 lbs.). A three-page list of references and tables of data conclude the document. (Author)

ED 271 521 UD 024 794

Response of the Government of Canada to "Equality Now!"=Response du gouvernement du Canada a l'Egalite, ca presse!

Canada Dept. of Supply and Services, Ottawa (Ontario).

PUB DATE- 84
NOTE- 78p.; For the Equality Now report, see UD 024 793.
LANGUAGE- French; English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Civil Rights; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Foreign Countries; *Government Role; *Justice; Mass Media; Minority Groups; *Public Policy; *Social Integration
IDENTIFIERS- *Canada

In 1984, Canada's Special Parliamentary Committee on Visible Minorities in Canadian Society issued a set of recommendations which challenged government at all levels, institutions, organizations, and individuals to commit themselves to the full development of a dynamic and socially harmonious multicultural and multiracial society. This document lists 80 recommendations presented in the Committee Report and briefly describes the action the government has taken, or promises to take, in response to each recommendation. The recommendations are presented under six headings: social integration; employment; public policy; justice; media; and education. (KH)

ED 271 399 SO 017 455

Taira, Koji; Levine, Solomon B.
Education and Labor Force Skills in Postwar Japan. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 86
NOTE- 67p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Comparative Education; *Education Work Relationship; Foreign Countries; *Labor Force Development; Politics of Education; *Postsecondary Education; *Retraining; *Vocational Education
IDENTIFIERS- *Japan; Japan Ministry of Education; Japan Ministry of Employment; United States Study of Education in Japan

As early as elementary school, a Japanese child faces a sequence of narrowing choices for an occupational future. Through decisions on further schooling, curriculum, and job entry, earlier choices severely restrict later ones. Usually, men go to four-year universities to study engineering or social sciences. Women generally attend two-year colleges and study humanities or home management. College enrollment has peaked, but attendance at post-secondary specialized schools and vocational training centers continues to rise. Youth unemployment hardly exists since 95 percent of all high school graduates are employed within a month after graduation. A wide variety of formal and informal patterns of on-the-job training exists and employees of larger firms appear to have more opportunities for broadening skills than their United States counterparts. Dramatic demographic and technological changes may lead to increased flexibility in school curricula, preparation for occupational specializations and mobility in labor markets. A four-page list of references concludes the report. (CFR)

ED 271 465 SP 027 806

Brown, Frieda F.
Nutrition Education: An Integrated Multidisciplinary Approach. Nutrition Education Curriculum for Georgia Middle Schools, Grades 5-8.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta.
PUB DATE- 84
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Class Activities; *Educational Resources; Elementary Education; Interdisciplinary Approach; *Middle Schools; *Nutrition Instruction; Student Educational Objectives

This guide offers a complete nutrition curriculum for grades five through eight. Charts are provided for each grade level stating the instructional objectives and learning activities. Suggestions are made for relating the activities with other subjects in the curriculum, such as health, science, mathematics, social studies, art, and language arts. A guide to additional resources includes listings of books, games, audiovisuals, and computer software. Information is given on where these materials may be obtained and how much they cost. (JD)

ED 271 369 SO 017 304

Parker, Franklin
Social Sciences in the People's Republic of China: Annotated Bibliography.
PUB DATE- 86
NOTE- 5p.; For related documents, see ED 269 302-308 and SO 017 271.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Communism; Educational Policy; Marxism; Public Policy; *Social Sciences; *Social Scientists
IDENTIFIERS- *China; *Chinese Academy of Social Sciences; Cultural Revolution (China); Mao Zedong

This annotated bibliography includes 18 journal articles, books, newspaper stories, and confernce papers focusing on official Chinese policy toward the role of the social sciences. The impact of the Chinese Cultural Revolution and the establishment of the Chinese Academy of Social Sciences in 1977 are the subjects of most of the listed sources. The bibliography includes items from United States, Chinese, and Australian sources. The Chinese items are written in Chinese but the annotations are in English. The annotations are brief and descriptive, not evaluative. (CFR)

ED 271 431 SP 027 730

Chiodo, John J.
The Instructional Research Service Center: A Model for Change.

PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Program Development; *Student Teaching; Teacher Role
IDENTIFIERS- *Clarion University of Pennsylvania

Due to the rising concern for the improvement of field experiences on the national level and also to the concern raised within the College of Education and Human Services at Clarion University of Pennsylvania, a model was developed and is now being implemented that incorporates a wide variety of innovative ideas on field experiences, research, and service in education. This model is based on several philosophical positions regarding: (1) the role of the university member in teaching service, and scholarship; (2) links with public schools; (3) the role of public school teachers in preservice teacher education; and (4) sequential and developmental field experience. A description is presented of the development of the program and its current activities. Appendices include an overview of College of Education and Human Services field experiences, a comparison of the "scatter approach" versus a management system approach for field experiences, and lists of education related and clinical related field experience centers at Clarion University. (CB)

Shemesh, Michal; Lazarowitz, Reuven

The Effects of Formal Reasoning Task's Characteristics on the Responses of Different Age Group Students.

PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Measurement; Data Analysis; Essay Tests; Grade 7; Grade 9; Grade 12; *Instructional Improvement; Logical Thinking; Multiple Choice Tests; Numbers; *Questionnaires; Science Education; Secondary Education; Student Evaluation; *Task Analysis; *Test Format; Videotape Recordings

This study investigated the effects on the performance of different age group students of: (1) method of task presentation; (2) format of test questionnaire; and (3) the numerical content of the tasks. The sample consisted of 556 students from grades 7, 9 and 12. The tasks, used for assessing reasoning skills, were taken from the Video-Taped Group Test. Experiment one tested the effect of the method of task presentation (video-taped demonstrations versus paper-and-pencil tasks with ilustrations). Experiment two tested the effect of questionnaire format (multiple-choice versus short essay answers) and experiment three tested the effect of the numerical content on the responses of students from different age groups. Analysis of the data indicated that method of task presentation had effect only on young students (grade seven) performance, while numerical content had effect on the majority of the students, in all grades. The only students which were indifferent to numerical content changes were the formal reasoning students. The implication of these findings to science education and cognitive level assessment indicates the importance of concretization in the instructional process of young students and the importance of the mathematical aspects behind a scientific problem. (Author/PN)

ED 271 494 TM 860 403

Schack, Gina

Self-Efficacy for Creative Productivity.

PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academically Gifted; Achievement; Attitude Measures; Creativity; *Creativity Tests; Elementary Secondary Education; Enrichment Activities; Evaluation Criteria; Individual Power; Locus of Control; Multiple Regression Analysis; Predictor Variables; *Productive Thinking; Self Concept; *Self Concept Measures; *Self Evaluation (Individuals); Student Attitudes; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Efficacy Scale for Creative Productivity; Efficacy Scale for Overall Creative Productivity; Enrichment Triad Model; *Self Efficacy

The Efficacy Scale for Creative Productivity (ESCreP) was developed to measure students' convictions that they could be creative producers. Self-efficacy, an individual's estimation of ability to perform a behavior, is based upon performance accomplishments, vicarious experiences, verbal persuasion, and emotional or physiological arousal. Three types of activities designed to provide enrichment for gifted students are related to efficacy: (1) exploration of topics; (2) training in processes necessary to carry out investigations; and (3) student-initiated investigations of problems. The 40-item ESCreP was pilot tested with 369 gifted students in grades 4 to 12. Test reliability ranged from .71 to .94. Completion of type 3 activities was the best predictor of creative productivity efficacy scores. Years of participation in the gifted program were also significant, but grade level and sex were not. The six-item Efficacy Scale for Overall Creative Productivity (ESOreP), administered to 294 gifted students is grades 4 to 8, measured efficacy at completing a type 3 project, rather than performing the parts of one. Internal consistency was .78 and test-retest reliability was .56. The relationship between the parts versus whole issue was ambiguous. (Both scales and a combined 46-item test are appended.) (GDC)

Hilton, Thomas L.; And Others

Score Change Partitioning Analysis of NLS and HSB Test Data.

PUB DATE- Oct 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Cohort Analysis; Cross Sectional Studies; Educational Trends; Family Environment; High Schools; Institutional Characteristics; *Longitudinal Studies; *Path Analysis; Predictor Variables; Research Methodology; School Demography; *Scoring Formulas; Statistical Studies; Student Attitudes; Student Behavior; *Trend Analysis; Weighted Scores
IDENTIFIERS- *High School and Beyond (NCES); *National Longitudinal Study High School Class 1972

Since the mean score for a sample composed of several subgroups can be viewed as the sum of the mean of each subgroup weighted by the proportional size of the subgroup, then the mean change in a time period--in this case, from 1972 to 1980--is the sum of the differences between the means for each subgroup, with each mean weighted by its proportional size. Thus, the mean change for the total sample is influenced both by mean change in the score for each group--in this case, a test score--and by change in the proportional size of the group. A decline or gain in mean test scores has both a subgroup mean component and a population shift component. In addition, how much a particular subgroup may contribute to the total change can be shown to depend on what might be called its weighted distance from the original total mean. How these simple concepts can be used to decompose score gains or declines is demonstrated by means of data from the seniors in the National Longitudinal Study (NLS) High School Class of 1972 and High School and Beyond (HSB) 1980. The presentation should be of both methodological and substantive interest. (Author/LMO)

ED 271 535 UD 024 994

Connelly, F. Michael; Clandinin, D. Jean

The Role of Teachers' Personal Practical Knowledge in Effecting Board Policy. Volume 1: Problem, Method, and Guiding Conception.

Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 84
NOTE- 131p.; For the other volumes in this series, see UD 024 995-997.
GRANT- 410-80-0688-X1; NIE-G-81-0020
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; Administrator Attitudes; Administrator Role; *Educational Administration; *Educational Change; Educational Policy; *Educational Practices; Elementary Education; Foreign Countries; *School Policy; Teacher Attitudes; Teacher Responsibility; *Theory Practice Relationship; Urban Education
IDENTIFIERS- Toronto Board of Education ON

Teachers' utilization of personal practical knowledge in effecting school reform was analyzed in a three-year project in a Toronto inner city elementary school. The major unit of study was the school, investigated through the eyes of teachers, principal, and other people responsible for school policy. The study was pursued in the context of the school board's Race Relations Policy and Inner-city Language Development Policy, and is presented in four volumes. Participant observers noted the activities of the principals, teachers, and one teacher in particular to determine the key factors affecting their practice in school and classroom. Then these practices were explained in terms of the staff's personal knowledge. This first volume is divided into four parts: (1) an overview of the project; (2) a detailed summary of the observations; (3) an account of the methodology; (4) an analysis of commonly held images about the relationship between theory and practice and how the images held by board and school personnel influence the institution's shape and direction. (MCK)

ED 271 385 SO 017 357

O'Connor, Alice; Henze, Mary L.

During Good Behavior: Judicial Independence and Accountability. A Guide for Discussion of Proposals to Establish Terms of Office for the Federal Judiciary.

Jefferson Foundation, Washington, DC.

PUB DATE- 84

NOTE- 23p.; For other guides in this series, see SO 017 351-358.

AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Civics; *Constitutional History; *Court Judges; *Court Role; Educational Resources; *Federal Courts; Federal Government; Governmental Structure; Instructional Materials; Political Science; Secondary Education; Teaching Guides; United States Government (Course)

A discussion guide, one in a series on constitutional reform issues developed by The Jefferson Foundation as a part of The Jefferson Meeting on the Constitution project, examines proposals to establish terms of office for the Federal judiciary. The first section discusses the historical background of the Federal judiciary including the issues of appointment, the paradox of independence, and accountability. The British example and the Anti-Federalist opposition are also examined. The second section covers partisanship and the courts and the issue of establishing terms. The third section lists arguments for and against establishing terms and arguments for and against elections by the people. The final section outlines a brief legislative history of judicial tenure form 1791 to 1984. (RSL)

ED 271 415 SP 027 465

Mangieri, John N., Ed.
Excellence in Education.
REPORT NO.- ISBN-0-87565-020-1
PUB DATE- 85
NOTE- 247p.
AVAILABLE FROM- Texas A&M University Press, Drawer C, College Station, TX 77843-4354 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Early Childhood Education; *Educational Objectives; Educational Quality; *Educational Sociology; *Educational Theories; Leadership Responsibility; School Community Relationship; *Teacher Education

The nine essays in this collection focus on individual aspects of the educational system, from preschool education to school board issues and teacher recruitment. The essays and their authors are: (1) "The Challenge of Attaining Excellence" (John N. Mangieri); (2) "Common Ground" (Ernest L. Boyer); (3) "The Elementary School" (M. Carol Allen); (4) "Early Childhood Education" (Kevin J. Swick); (5) "The Teacher" (C. Emily Feistritzer); (6) "Teacher Education" (David G. Imig); (7) "Leadership Issues" (Richard S. Podemski); (8) "The School Board" (Luvern L. Cunningham); and (9) "The School and the Community" (John W. Arnn, Jr.). (JD)

ED 271 448 SP 027 774

A Guide to Curriculum Development.
Vermont State Dept. of Education, Montpelier.
PUB DATE- 86
NOTE- 154p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Content; *Curriculum Development; *Curriculum Enrichment; Curriculum Guides; Elementary Secondary Education; *State Standards
IDENTIFIERS- Vermont

This handbook, which suggests resources for curriculum development, is designed to assist schools in meeting the curriculum requirements of Vermont's Public School Approval and to be a resource for local districts developing curriculum. Sections are represented on: (1) establishing the necessity for curriculum revision and/or development; (2) information collection for needs assessment; (3) curriculum development models; (4) planning; (5) pre-writing considerations; (6) essential components of a written curriculum guide; (7) considerations of special needs students; (8) curriculum implementation; and (9) program evaluation. Appendixes are attached concerning: (1) frameworks as aids to curriculum development; (2) public school approval mandate concerning curriculum development; (3) needs assessment instruments; (4) plan for inservice; (5) curriculum materials evaluation checklist; (6) questions to consider in planning to map a curriculum; (7) sample philosophies; (8) systemwide organization for curriculum development; and (9) master schedule for curriculum development. Frameworks are included for the following subjects: English/language arts; mathematics; science; social studies; art; music; health; and physical education. (CB)

ED 271 466 SP 027 807

Godley, Larry B.; And Others

The Teacher Consultant Role: Impact on the Profession.

PUB DATE- 28 Feb 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Counseling Effectiveness; Counseling Techniques; Elementary Secondary Education; Inservice Teacher Education; *Master Teachers; *Mentors; Role Models; *Role Perception
IDENTIFIERS- Oklahoma

This study examined perceptions held by teacher consultants, or mentors, of their role in a state-mandated Entry Year Assistance program in Oklahoma. Twenty-six teacher consultants participated in the study, responding to open-ended questions in interviews which sought their views on their roles as consultants to beginning teachers and their ability to fulfill those roles. Subjects were also queried on what professional benefits they felt they acquired through serving as mentors. One factor cited as important in the role of the consultant was the necessity of sharing one's own failures, as well as successes, with new teachers. A second factor in terms of importance was that of interpersonal skills-fostering good communication; being patient, open, and flexible; and providing sympathy and empathy. A third factor identified by teacher consultants was that of nurturing collegial relationships with beginning teachers. Professional benefits that teacher consultants derived from participation in this program included: recognition of their own teaching practices and abilities; realization of their function as models for beginning teachers; accessibility to new ideas and materials; and strong professional ties with peers. A three-page list of references concludes the study. (JD)

ED 271 522 UD 024 954

Morris High School, New Directions in Bilingualism, 1984-85. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 50p.; For 1982-83 OEA Evaluation Report, see ED 247 334.
GRANT- G00-820-2847
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *Dropout Prevention; Economically Disadvantaged; English (Second Language); High Schools; High School Students; *Hispanic Americans; *Immigrants; *Multicultural Education; Native Language Instruction; Secondary School Curriculum
IDENTIFIERS- New York (Bronx)

The New Directions in Bilingualism project completed the final year of a three-year basic program at Morris High School, the Bronx, in June 1985. Major goals were enhancing students' self images, developing native language skills, and improving English language proficiency to allow quicker mainstreaming. The program served 227 recently immigrated, low income, Hispanic, ninth through twelfth graders with limited English proficiency (LEP). Most were from rural areas of their countries of origin and their education in their native langauge tended to be limited. The program offered English as a second language (ESL), native language, and content-area instruction, and nontraditional courses, such as the New Environmental Workshop. Support services included the counseling and guidance department and staff development activities. Program objectives were assessed in English and native language proficiency, achievement in mathematics, science, and social studies, and attendance and dropout rates. Objectives were met for English and native language proficiency, attendance and dropout rates and passing rate for the New Environmental Workshop. Recommendations include: (1) continuation of work to increase parental involvement; (2) involvement of paraprofessionals in professional meetings and conferences; (3) dissemination of the student group workshop model to other bilingual programs; (4) dissemination of the New Environmental Workshop curriculum to other schools serving LEP students, and allowing students to contribute to the development of the workshop curriculum. (MCK)

ED 271 370 SO 017 306

Evaluative Research in Population Education: Manual Arising out of a Regional Training Workshop (Manila, May 20-31, 1985). Population Education Programme Service.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86
NOTE- 152p.; For related documents, see SO 017 288-289.
GRANT- BKP-85-M-829-1000
AVAILABLE FROM- UNESCO Regional Office for Education in Asia and the Pacific, P.O. Box 1425, General Post Office, Bangkok 10500, Thailand.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Demography; Educational Research; *Evaluation Methods;

*Population Education; Population Growth; Population Trends

This manual presents the very basics of monitoring, evaluation, and evaluative research as applied to population education. It is designed for beginners and is useful to project staff charged with the responsibility of monitoring, evaluation, and research. Chapter 1 discusses monitoring and evaluation. Chapter 2 examines evaluative research designs and chapter 3 presents examples of evaluative research designs for both formal and non-formal population education, including experimental and quasi-experimental designs. Chapter 4 discusses data analysis techniques including measures of central tendency, variation, relationship, comparison of two groups, comparing related or matched samples, the sign test, t-test for matched samples, t-test for independent groups, Spearman's rank correlation, Pearson's correlation coefficient, and the chi square test. Chapter 5 reviews guidelines for writing an evaluative research report. Chapter 6 examines cost-effectiveness of population education activities. (RSL)

ED 271 400 SO 017 456

Bowman, Mary Jean; Osawa, Machiko
Developmental Perspectives on the Education and Economic Activities of Japanese Women.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 117p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Agriculture; Comparative Education; Cultural Traits; Economic Opportunities; *Economic Progress; Economic Status; *Education; Family Characteristics; Foreign Countries; *Labor Force; Manufacturing; Sex Differences; *Sex Role; Social Values; *Urbanization; Womens Education; *Womens Studies
IDENTIFIERS- *Japan; United States Study of Education in Japan
This document explores the role played by women in the economic success of Japan in recent decades. Part 1 provides a brief history of Japan's rural legacy and describes its urbanization process. Part 2 reveals trends in the nature and extent of the economic activity of Japanese women using data on cohort age-groups at 5-year intervals beginning in 1950. Part 3 describes the constraints and opportunities for women in the evolving Japanese labor markets, and part 4 focuses on the relationship between education and labor force status of women. Such trends as the increasing proportion of younger Japanese women in clerical positions, the under representation of women in upper-level corporate positions, and the use of older women in manufacturing are documented. It is concluded that further erosion of the "breadwinner" system in Japan is inevitable and that continuing transformation of Japan's economic structure will both reflect and affect the evolution of sex roles in the economy in future years. The paper includes 38 tables and a 17-item bibliography. (JDH)

ED 271 432 SP 027 736

Mann, Marcia; And Others

The Challenge of Change: Attracting and Retaining Academically Talented Teacher Candidates.

PUB DATE- Mar 86
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Honors Curriculum; *Preservice Teacher Education; *Program Development; Student Teacher Attitudes; *Teacher Education Programs; *Teacher Recruitment

IDENTIFIERS- *SCATT Program; *University of South Florida

The SunCoast Area Teacher Training Program (SCATT) is an honors program for teacher education undergraduates in the College of Education, University of South Florida. Originally funded by the state, but now fully supported by the university, the SCATT Program has three goals: (1) to attract and retain bright, talented students in the teaching profession and to facilitate their development into committed, highly competent teachers; (2) to foster and maintain a positive attitude toward teaching and the teaching profession among program participants; and (3) to foster commitment and appreciation of academic excellence in education. The three major components of the SCATT Program are student programs, a clinical teacher training program, and job opportunity. This paper describes the SCATT Program and presents program participants' perceptions and impliciations for program adaptations at other institutions. (CB)

ED 271 386 SO 017 358

O'Connor, Alice; Henze, Mary L.

To Control the Abuses of Government: The Veto and the Separation of Powers. A Guide for Discussion of Proposals to Institute Item and Legislative Veto Powers.

Jefferson Foundation, Washington, DC.

PUB DATE- 84
NOTE- 24p.; For other guides in this series, see SO 017 351-357.
AVAILABLE FROM- The Jefferson Foundation, 1529 18th Street, NW, Washington, DC 20036 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civics; *Constitutional History; Educational Resources; Federal Government; Governmental Structure; Government Role; Instructional Materials; Legislators; Political Science; Secondary Education; Teaching Guides; United States Government (Course)

A discussion guide, one of a series on constitutional reform issues by The Jefferson Foundation as part of The Jefferson Meeting on the Constitution project, examines proposals to institute item and legislative veto power. The first section discusses the historical background surrounding the formative debate on veto legislation. The separation of powers doctrine, 1787, the power of the purse, and the Anti-Federalist response are also examined. Section two continues the debate into the present by investigating the item veto and the legislative veto. Section three presents arguments for and against the item veto and the legislative veto. The document concludes with a discussion of the separation of powers and government reform. (RSL)

ED 271 416 SP 027 474

Akin, James N.

Teacher Supply/Demand Report 1986, Based upon an Opinion Survey of Teacher Placement Officers. Tenth Annual.

Association for School, College, and University Staffing, Madison, Wis.

PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Employment Projections; *Teacher Employment; *Teacher Salaries; *Teacher Supply and Demand

This monograph contains results from a questionnaire sent to members of the Association for School, College, and University Staffing on the topic of teacher supply and demand in the United States. Two hundred and seventy-nine responses were received. Tables present data on: (1) employment opportunities for the teaching year 1985-86 compared to those for 1981-82 and for 1984-85; (2) average salary reports for beginning teachers by region; (3) relative demand by teaching area and year; and (4) teacher supply and demand by field and region. Participating institutions are listed and a copy of the survey questionnaire is appended. (JD)

ED 271 449 SP 027 775

Newmann, Fred M.; Smith, Marshall S.
A Center on Effective Secondary Schools. Final Report of Planning Grant.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 6 Sep 85
NOTE- 55p.
GRANT- NIE-G-85-7123
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Higher Education; *Program Proposals; *Research and Development Centers; Research Needs; *School Effectiveness; *Secondary Education

Work being conducted by the Wisconsin Center for Education Research on the topic of effective secondary schools is described. The first section of this paper contains a summary of planning activities. A 5-year proposal for the Center on Effective Secondary Schools is described as well as an evaluation of that proposal. The second section presents a perspective on the mission of the new center. A view is presented of the current secondary school reform movement and how the center should respond to that movement. A specific plan of research to address the important issues within the movement is outlined. The third section of the paper details the future objectives of the center, including three long-range objectives--development of knowledge, improvement of practice, and provision of national leadership--and five important themes: academic achievement; higher order thinking; at-risk students; staff working conditions; and school change. (CB)

ED 271 482 TM 860 303

Busch, John Christian; Jaeger, Richard M.

Judges' Background, Attitudes and Information as Concomitants of Recommended NTE Test Standards.

PUB DATE- Apr 86
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement; Adults; Cognitive Dissonance; Educational Attitudes; Educational Background; Individual Characteristics; *Judges; Minimum Competency Testing; Occupational Tests; Questionnaires; *Standardized Tests; *Standards; *Teacher Evaluation; *Test Validity
IDENTIFIERS- *National Teacher Examinations; *North Carolina; Standard Setting

This study examined the contribution of five categories of variables to the standard-setting recommendations of a representative sample of 241 judges recommending standards for the General Knowledge and Communication Skills Tests of the National Teacher Examinations (NTE) for the state of North Carolina. It was based on the assumption that questions which addressed the contributions of concomitant variables may have important methodological and theoretical implications for understanding standard-setting practices. Five categories of concomitant variables included: (1) judges' background; (2) judges' attitudes; (3) judges' confidence in their recommended standards; (4) judges' understanding of information and procedures of standard-setting; and (5) the extent to which judges perceived they utilized directions and information. Standards were computed by summing individual item-probability judgments. Analysis of responses to an administered questionnaire indicated that participants generally agreed with the need to validate and set standards for the NTE. A majority of participants felt confident about their judgments, and they made use of information intended to help them in making recommendations, when such information was available. Results were generally consistent with predictions based on theory: judges who support neither standard setting objectives nor the specific use of the NTE might recommend more lenient standards. It was concluded that relationships between most characteristics of judges and their recommended test standards were modest. (PN)

ED 271 495 TM 860 404

Schempp, Paul G.
A Time-Series Analysis of Student and Teacher Interaction.
PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; Case Studies; *Classroom Observation Techniques; Classroom Research; Elementary Education; Nonverbal Communication; Physical Education; *Physical Education Teachers; Reliability; Research Problems; *Teacher Behavior; *Teacher Student Relationship; Testing Problems; *Test Reliability; Time; Verbal Communication
IDENTIFIERS- Behavioral Stability; Flanders System of Interaction Analysis; *Time Series Analysis

The stability of teaching behavior was examined by observing student/teacher interaction over one academic year. One teacher was studied using a time-series analysis. He had 14 years experience and taught physical education in grades K-6 in a single school. Data were collected over one academic year using the Cheffers Adaptation of Flanders Interaction Analysis System (CAFIAS). A total of 52 classes were observed at equally spaced teme intervals throughout the year. Reliability of the data was confirmed using both intra- and interobserver reliability estimates. The 20 CAFIAS categories served as dependent variables and were subjected to univariate Box-Jenkins time-series analyses to determine stationarity. Autocorrelation functions indicated that five of the 20 CAFIAS categories demonstrated significant stationarity: teacher directions (verbal); student initiated responses (verbal and nonverbal); silence; and confusion. These five variables accounted for 28.5% of the total student/teacher interaction. Finding less than 30% of the behavior stable over a year's time led to the conclusion that the teaching behavior observed in this study may lack the stability necessary for making the inferential generalizations common to research conducted under the natural science paradigm. (Author/GDC)

ED 271 509 TM 860 420

Zeuli, John P.
The Use of the Zone of Proximal Development in Everyday and School Contexts: A Vygotskian Critique.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Ability; Concept Teaching; Cultural Context; Educational Environment; Educational Research; Elementary Secondary Education; *Individual Development; Learning Theories; Problem Solving; Research Methodology; *Social Development; *Transfer of Training
IDENTIFIERS- *Vygotsky (Lev S); *Zone of Proximal Development

This critical analysis examines the claim that learning within the student's zone of proximal development is enhanced by "making connections to what the learner already knows." It is argued that Rogoff's and Gardner's use of Vygotsky's theory to explain learning in school-like tasks places primary emphasis on how the adult should connect the task to children's everyday, familiar concepts. Their analysis, however, is inconsistent with Vygotsky's characterization of school learning. Vygotsky emphasized that school learning in the zone of proximal development is advanced by helping the student understand decontextualized concepts within a discipline. Connections to students' everyday concepts come later. In the critique, examples are drawn from Vygotsky's work and more recent research on instruction to support this position. The analysis also draws on current research in science education to support the view that students' everyday concepts may interfere with learning unfamiliar, scientific concepts. Since Vygotsky's zone of proximal development continues to serve as an influential framework for understanding learning in everyday school contexts, it is important that researchers applying it to school settings incorporate his analysis of the limitations of everyday concepts. A three-page list of references concludes the document. (LMO)

ED 271 536 UD 024 995

Connelly, F. Michael; Clandinin, D. Jean

The Role of Teachers' Personal Practical Knowledge in Effecting board Policy. Volume II: Development and Implementation of a Race Relations Policy by Toronto Board of Education.

Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 84
NOTE- 121p.; For the other volumes in this series, see UD 024 994-997.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; *Administrator Role; *Curriculum Development; *Educational Administration; Educational Policy; Elementary Education; Foreign Countries; *Policy; Race; Racial Relations; School Policy; Teacher Responsibility; Urban Education
IDENTIFIERS- Toronto Board of Education ON; Toronto Public Schools ON

Teachers' utilization of personal practical knowledge in effecting school reform was analyzed in a three-year project in a Toronto inner city elementary school. The major unit of study was the school, investigated through the eyes of people responsible for school policy. The study, presented in four volumes, focused on the school board's Race Relations Policy and Inner-city Language Development Policy. Participant observers noted the activities of the principal, teachers, and one teacher in particular to determine the key factors affecting their practice in school and classroom. Then these practices were explained in terms of the staff's personal knowledge. This second volume, which deals specifically with the Race Relations Policy, contains two chapters. Chapter 5 (continuing from chapter 4 in volume 1) traces the policy's development and offers an analysis and discussion of the concept of race that emerged. Chapter 6 examines the implementation of the policy, including a description and interpretation of the Race Relations Committee's activities, and board members' actions to ensure the policy was reflected in curriculum materials. (MCK)

ED 271 371 SO 017 310

First Report of the Commission on the Bicentennial of the United States Constitution.

Commission on the Bicentennial of the United States Constitution, Washington, DC.

PUB DATE- 17 Sep 85

NOTE- 28p.

AVAILABLE FROM- Commission on the Bicentennial of the United States Constitution, 734 Jackson Place, N.W., Washington, DC 20503.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Constitutional History; Constitutional Law; Government Role; Political Science; Social Sciences; Social Studies; United States History

IDENTIFIERS- *Bicentennial; *United States Constitution

This executive report describes the Commission's purpose, plans, and activities to commemorate the Bicentennial of the Constitution in 1987, emphasizing educational opportunities and the enlargement of public understanding and appreciation of the Constitution. The parts of the report include: the Commission (establishment, membership, headquarters, meetings, staff, and committees); recommendations for amendment of Public Law 98-101 which contains the Commission mandate; general framework for the commemoration of the 200th anniversary of the formation of the Constitution of the United States (significance, scope, state cooperation, private participation, governmental cooperation, and national holiday creation); provisional list of projects to be undertaken or encouraged by the Commission; major commemorative dates of the Bicentennial; and a brief conclusion. An appendix contains a calendar of commemorative dates provided by the Library of Congress. (TRS)

ED 271 401 SO 017 457

Umetani, Shunichiro
Occupational Information, Placement and Choices for the Japanese Youths.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 48p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Career Choice; *Career Counseling; *Counseling Effectiveness; Counseling Objectives; *Counseling Services; *Educational Counseling; Foreign Countries; Industrial Education; Labor Education; *Occupational Information; *Outcomes of Education; Postsecondary Education; Secondary Education

IDENTIFIERS- *Japan; United States Study of Education in Japan

It is an open question to what extent young people in Japan leaving educational institutions at various levels for their first job have the knowledge of the labor market, occupational choices open to them, and their own individual occupational talents. The objective of this paper is to study the structure of the supply of occupational and labor market information, the availability of such information to young people who are leaving educational institutions for the labor market, and the efficiency of the current system of providing such information. Contents include: school system in Japan; the level of schooling of the Japanese youths; occupational education in the formal schooling; signs of changes in the school system; institutional framework of placement of school leavers; career counseling and placement procedures of junior and senior high school leavers; and occupational counseling and placement procedures in junior high schools, senior high schools, and colleges. (BZ)

ED 271 417 SP 027 515

Strieb, Lynne
A (Philadelphia) Teacher's Journal.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.

PUB DATE- Sep 85
NOTE- 128p.
AVAILABLE FROM- North Dakota Study Group, Box 8158, University of North Dakota, Grand Forks, ND 58202 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Elementary School Teachers; *Peer Relationship; Personal Narratives; Primary Education; Public Schools; *Teacher Administrator Relationship; *Teacher Attitudes; *Teacher Student Relationship; *Teaching Experience

This journal of a first grade teacher is one of a continuing series of monographs initiated by the North Carolina Study Group on Evaluation. In addition to a narrative record of class discussions, the journal includes anecdotes, observations of children and their involvement in activities, interactions with parents both in and out of school, the teacher's plans, and descriptions of the pressures on public school teachers. Reflections are offered on the continuing education a teacher aquires through the daily involvement with children in the classroom and with peers and other school personnel. Detailed descriptions are provided of the physical environment of the classroom and the school, as well as of the activities of the students and lessons. (JD)

ED 271 433 SP 027 737

Mann, Marcia; And Others
The Clinical Teacher Perspective: Examining the Field Experience with a View to Plan for the Future.
PUB DATE- Feb 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; *Student Teachers; *Teacher Attitudes; *Teacher Supervision

This study examined the perceptions of a sample of supervising teachers of interns in regard to selected aspects of the internship experience and also in regard to their interns. A total of 267 elementary and secondary school teachers who had supervised a student teacher in Spring 1985 responded to a questionnaire about the interns and the internship experience. The 136 elementary school teachers and 131 secondary school teachers served as cooperating teachers through the program at the University of South Florida. About 70 percent of the teachers expressed the belief that their interns would be excellent teachers. Most frequently cited strengths included knowledge of subject matter, rapport and communication with students, lesson planning, and creativity. The most frequently cited area in need of improvement was classroom management. Supervising teachers who participated in a university program for training supervising teachers rated their interns even higher than non-participating teachers. (CB)

ED 271 467 SP 027 813

Egbert, Robert L.

The National Commission for Excellence in Teacher Education. Final Report.

American Association of Colleges for Teacher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 18p.; For related document, "A Call for Change in Teacher Education," see ED 252 525; for Commission papers, see ED 250 287-317.
GRANT- NIE-G-84-0016
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Educational Quality; Educational Research; *Educational Resources; Resource Allocation; State Standards; *Teacher Education Programs; *Teacher Supply and Demand; *Teaching Conditions
IDENTIFIERS- *National Commission for Excellence in Teacher Educ

This document presents a summary of the purpose, activities, and findings of the National Commission for Excellence in Teacher Education, focusing on the Commission's Final report "A Call for Change in Teacher Education." The report was organized around five themes: (1) supply and demand for quality teachers; (2) programs for teacher education; (3) accountability for teacher education; (4) resources for teacher education; and (5) conditions necessary to support the highest quality of teaching. Commission recommendations in the following areas are briefly summarized: (1) admission to and graduation from teacher education programs; (2) responsibilities of states in teacher recruitment; (3) attracting capable minority teachers; (4) basic content of teacher education programs; (5) teacher certification; (6) experimental teacher education programs; (7) state responsibility in certification and program approval; (8) establishment of state standards for teacher education; (9) locale of teacher education programs; (10) resources for teacher education; (11) government role in educational research; (12) establishment of a National Academy for Teacher Education; (13) teachers' salaries; (14) teachers' working conditions; (15) professional development for teachers; and (16) administrator education. (JD)

ED 271 523 UD 024 968

Johnston, Lloyd D.; And Others

Use of Licit and Illicit Drugs by America's High School Students, 1975-1984.

Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-85-1394
PUB DATE- 85
NOTE- 164p.; Some tables may be marginally legible due to small type.
GRANT- 3-R01-DA-01411
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age Differences; *Drug Abuse; *Drug Use; High Schools; *High School Students; *Illegal Drug Use; Marijuana; Maturity (Individuals); National Surveys; Social Influences
IDENTIFIERS- United States

Two of the major topics treated in this report are the current prevalence of drug use among American high school seniors, and trends in use since 1975. Also reported are data on school grade of first use, trends in use at earlier grade levels, intensity of drug use, attitudes and beliefs among seniors concerning various types of drug use, and their perceptions of certain relevant aspects of the social environment. The eleven separate classes of drugs distinguished are marijuana (including hashish), inhalants, hallucinogens, cocaine, heroin, natural and synthetic opiates other than heroin, stimulants, sedatives, tranquilizers, alcohol, and cigarettes. Separate statistics are also presented here for several sub-classes of drugs: PCP and LSD, barbiturates and methaqualone, and amyl and butyl nitrites. Occasions of medically supervised use of the psychotherapeutic drugs were excluded. Attention was focused on high frequency levels of drug use and an indirect measure of dosage per occasion was introduced to differentiate levels of drug use. The "Other Findings" section includes data on the use of non-prescription stimulants, daily marijuana use, effects of post high school environments and role transitions on drug use, and the issue of distinguishing maturational change from period effects and class cohort differences. Findings are supported by numerous tables. (Author/MCK)

Beauchamp, Edward R.
Japanese Education and the Development of Postwar Educational Policy, 1945-1985.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 65p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Comparative Education; Cultural Traits; Democracy; Economic Opportunities; Economic Progress; Economic Status; *Educational Attainment; *Educational Attitudes; *Educational Change; *Educational Philosophy; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Higher Education; Science Education; Social Values; Vocational Education; Womens Education
IDENTIFIERS- *Japan; United States Study of Education in Japan

This document chronicles major developments in post World War II Japanese educational policy. The focus is mainly on the way in which world events, social structure, religion, cultural values, and official policy initiatives influenced Japanese educational practices. Developments covered in the first period, from 1868 to 1945, began with the reforms of the Meiji period. The influence of World War II and the occupation of Japan are reviewed. Educational policies which followed World War II and the accompanying occupation of Japan, including goals of democratization, demilitarization, and decentralization of government power are described. The post-occupation period, from 1950 to 1960, saw the re-creation of a centralized education ministry, a closer integration of school boards into the local governmental structure, the expansion of educational opportunities, and the reinstitutionalization of moral education. These reforms are seen as further supporting the democratization of Japanese society. The expansion of education during the 1960's and 1970's stresses how the interests of industry and the wide consensus on the need for future economic development influenced educational policy. A major focus is the spread and improvement of higher education. Reforms which took place between 1978 and the present, the shrinking of the school age population, the increase in school drop-outs, the refusal of education syndrome, and the emergence of an international youth culture are described. An extensive bibliography is included. (JDH)

ED 271 450 SP 027 777

Evans, Virden; And Others

Analysis of the Intrinsic and Extrinsic Stress Factors of K-12 Physical Education Teachers.

PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Job Performance; *Physical Education Teachers; *Physical Health; *Psychological Patterns; *Stress Variables; *Teacher Attendance

This study analyzed the effect of intrinsic and extrinsic job stressors on grades K through 12 physical education teachers. Perceived levels of stress were compared among physical education teachers when physical illness, psychological strain, and absenteeism were functions. Subjects were 47 physical education teachers randomly selected from the Florida public schools. Respondents were asked to complete a personal data sheet and a 50-item teacher stress inventory. The analysis of variance technique was used to analyze the data using three demographical variables. The demographical data served as the independent variables while the stress score (intrinsic and extrinsic) were the dependent variables. Results indicated that physical education teachers who experienced either physical illness or psychological strain during the school year had significantly higher levels of both intrinsic and extrinsic job-related stress than teachers who did not. Stress also appeared to be a significant factor among teachers who experienced excessive absenteeism from work. (Author/JD)

ED 271 483 TM 860 305

Littlefield, John H.; Troendle, G. Roger
Rating Format Effects on Rater Agreement and Reliability.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Dental Evaluation; *Dental Schools; Evaluation Criteria; Higher Education; *Interrater Reliability; Judges; Measurement Techniques; *Medical School Faculty; *Rating Scales; Stimuli

This study compares intra- and inter-rater agreement and reliability when using three different rating form formats to assess the same stimuli. One format requests assessment by marking detailed criteria without an overall judgement; the second format requests only an overall judgement without the use of detailed criteria; and the third format combines detailed criteria with an overall judgement. Results are interpreted from a cognitive processing theoretical framework. Subjects were five full-time and three part-time dental faculty members. The experimental task was to evaluate five crown preparations during six trials using each of three different rating forms, but raters were not informed they were reevaluating the same teeth. Raters were assigned code numbers to maintain anonymity, and teeth were identified only by code numbers. Data analysis was based upon ratings of five teeth from trials one through six; the trials were six weeks apart. Inter-rater agreement among the eight raters was distressingly low, but was in the range of one previous report. The study suggests that the traditional practice of scoring performance ratings by summary across multiple criteria may reduce intra-rater reliability. Rating forms which are structured to parallel rater cognitive processes may result in more reproducible scores than traditional summation scoring methods. (LMO)

ED 271 496 TM 860 405

Thathong, Ngamnit; Kruawan, Preecha
Self-Scoring Flexilevel Test.
PUB DATE- Jan 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; Feasibility Studies; Foreign Countries; High Schools; Mathematics Achievement; Mathematics Tests; *Scoring; Secondary School Mathematics; *Self Evaluation (Individuals); *Student Reaction; Test Construction; Test Theory; *Test Validity
IDENTIFIERS- *Self Scoring Tests; Thailand

The feasibility of a self-scoring flexilevel test was investigated in terms of practical effectiveness and criterion related validity. The test was administered to over 2,000 students studying secondary school mathematics in Thailand. The study was conducted, and the test administered, in two phases: test development and evaluation. The test was designed to measure a single ability and the items were multiple choice. A large item bank was used in order to spread item difficulty values over a wide range and to have a constant distance between item difficulty values. Results indicated that the self-scoring flexilevel test had a criterion related validity of .7238. This was statistically significant and different from the validity coefficient (.6109) of the comparative conventional test. Results of an attitude measure indicated that the students had a favorable impression of the self-scoring flexilevel test. It was concluded that this type of test is effective and practical. (GDC)

ED 271 510 TM 860 421

Kerckhoff, Alan C.
Effects of Ability Grouping in Secondary Schools in Great Britain.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 50p.
GRANT- NIE-G-83-0005, P-1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Analysis of Variance; Cohort Analysis; Educational Background; Elementary Secondary Education; Foreign Countries; Longitudinal Studies; *Mathematics Tests; Parent Influence; *Reading Comprehension; Regression (Statistics); *School Organization; *Scores; Sex Differences; Social Background; Tables (Data)
IDENTIFIERS- *Great Britain; National Child Development Study

This paper reports the findings of an investigation of the effects of school organization and ability grouping on students' academic achievements in Great Britain. Data for the study came from the National Child Development Study (NCDS) conducted by the National Children's Bureau (NCB) of London. The NCDS surveyed virtually every child born in England, Scotland, and Wales during the week of March 3-9, 1958, and the present study included data from follow-up studies conducted when the cohort was 7, 11, and 16 years old. Types of schools attended by the cohort were: (1) comprehensive; (2) grammar; (3) secondary modern schools in the state sector, and (4) private schools. Some, but not all, of the schools practiced ability grouping. Measures included as control variables were social background, parent influences, and school influences. Results of the study showed that separation of students into ability groups had an effect on achievement test performance in both reading and mathematics. The four types of schools received students whose average earlier test performance varied systematically in ways that were consistent with the social definitions of the schools. The several types of ability groups included students whose earlier performance suggested they had the designated levels of ability. (LMO)

ED 271 537 UD 024 996

Connelly, F. Michael; Clandinin, D. Jean
The Role of Teachers' Personal Practical Knowledge in Effecting Board Policy. Volume III: Teachers' Personal Practical Knowledge.
Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 84
NOTE- 82p.; For the other volumes in this series, see UD 024 994-997.
GRANT- 410-80-0688-X1; NIE-G-81-0020
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; Administrator Attitudes; Administrator Role; *Educational Administration; *Educational Change; Educational Policy; *Educational Practices; Elementary Education; Foreign Countries; *School Policy; Teacher Attitudes; Teacher Responsibility; *Theory Practice Relationship; Urban Education
IDENTIFIERS- Toronto Board of Education ON; Toronto Public Schools ON

Teachers' utilization of personal practical knowledge in effecting school reform was analyzed in a three-year project in a Toronto inner city elementary school. The major unit of study was the school, investigated through the eyes of people responsible for school policy. The study, presented in four volumes, focused on the school board's Race Relations Policy and Inner-city Language Development Policy. Participant obervers noted the activities of the principal, teachers, and one teacher in particular to determine the key factors affecting their practice in school and classroom. Then these practices were explained in terms of the staff's personal knowledge. This third volume, which contains four chapters, deals specifically with the concept of personal practical knowledge, a concept introduced in Chapter 7 (continuing from chapter 6 in volume 2). Chapter 8 describes the strong influence of the notion of image as a personal knowledge construct on practice in connection with one teacher's image of the classroom. Chapters 9 and 10 elaborate on this in connection with the principal's image of the community., The function of rituals and personal philosophies, and the concept of narrataive unity broadened to include cultural and personal narratives are also discussed. (MCK)

ED 271 372 SO 017 311

Dockterman, David; Snyder, Tom
How to Incorporate the Computer into the Social Studies Classroom.
Tom Snyder Productions, Inc., Cambridge, MA.
PUB DATE- 86
NOTE- 13p.
AVAILABLE FROM- Tom Snyder Productions, Inc., Educational Software, 123 Mt. Auburn Street, Cambridge, MA 02138.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; Computer Oriented Programs; Computers; Computer Science; Computer Simulation; Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Programing; *Social Studies; *Teaching Methods
IDENTIFIERS- Computer Games; Social Studies Teachers

This brochure offers answers to 13 questions about using computers in the social studies classroom. Written by teachers for teachers, its goal is to provide a foundation to consider whether or not computers have a place in the classroom and how to go about using them if they do. The questions are: "What's in this booklet?" "Should I be using computers in my social studies classroom?" "What can I do with computers that I couldn't do before?" "Where do I start?" "What can I do with a computer lab?" "What can I do with one or two computers in my classroom?" "What can I do with a computer permanently in my classroom?" "What do I need to know?" "How do I find good software?" "How do I evaluate software?" "How do I find the time to find software, learn how to use it, and become comfortable with the technology?" "Where do I find the space for this equipment?" and "Where can I get the resources for the hardware and software I want?" (TRS)

ED 271 402 SO 017 458

Stocking, Carol B.; Curry, Glen David
Postsecondary Plans of U.S. and Japanese High School Seniors: An Introductory Comparative Analysis.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 86
NOTE- 67p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Cultural Differences; *Educational Anthropology; Foreign Countries; High Schools; *High School Students; Postsecondary Education; Private Colleges; Public Schools; Secondary School Curriculum; *Student Educational Objectives; Two Year Colleges; Vocational Education
IDENTIFIERS- High School and Beyond (NCES); *Japan; *United States; United States Study of Education in Japan

Using data gathered from the High School and Beyond study, a comparative analysis of the social processes related to the postsecondary plans of high school seniors in the United States and Japan was conducted. Differentiations are seen between students choosing to enter the labor market directly from school and those choosing to attend a trade or vocational school. Variations in educational systems and questionnaire design generate a distinction in the United States between attending a junior college for vocational and academic courses, while in Japan a distinction is noted between those attending private and national universities. Sex is an important defining factor in both countries. In Japan, 89 percent of students planning to attend junior colleges are female and the percent of Japanese females planning to attend four-year colleges is about half that of their United States counterparts. In both countries, higher family income and higher educational attainment of the father is associated with higher postsecondary aspiration levels for students. Pronounced differences in the role of private and public schools and the impact of these differences is noted. In the United States, educational level of postsecondary aspiration is positively related to attending private school; in Japan, it is negatively related. Simple path modeling of the impact of family income, father's education, high school grades and time spent doing homework reveal a great deal of comparative similarity in the social process of postsecondary aspiration in the two countries. (CFR)

ED 271 418 SP 027 516

Morrill, Correen M.; And Others
Peer Helpers: Overview and Caution or Peer Helpers: Buyer Beware!
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; *Helping Relationship; *High School Students; Listening Skills; *Peer Counseling; *Program Effectiveness; Program Evaluation; *Training Methods

As counseling programs are being strained by the ever increasing needs of today's students, other methods of helping the students are being used. The peer helper program is one method that is optimistically being tried. Information is presented here on the background, training procedures, and evaluation methods (both subjective and objective) of the program. It is difficult to evaluate the program, as is pointed out in one evaluation study that had inconclusive results. Although the peer helper program appears to be useful and worthwhile, caution is urged until enough data is gathered to substantiate the effectiveness of the program. (Author)

ED 271 434 SP 027 738

Davis, William J.; Frank, Frederick
The Relationship between the Perceived Level of Decisional
Participation of Secondary School Teachers and Their Job
Satisfaction: A Discrepancy Approach. Working Paper No. 272.
**Wisconsin Univ., Madison. Research and Development Center for
Individualized Schooling.**
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 79
NOTE- 65p.
GRANT- OB-NIE-G-78-0217
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Innovation; *Job Satisfaction;
*Participative Decision Making; Secondary Education; *Secondary
School Teachers; *Teacher Participation

The Studies of Implementation project is a 3-year longitudinal investigation of planned educational change. The research focuses on the process by which an innovation becomes a pattern of individualized schooling. This study identifies those conditions that promote or retard change and relates them to the modifications they foster. It reports on the results of a study of the relationship between the perceived level of participation and the level of job satisfaction of secondary school teachers. The study: (1) tested the Alutto-Belasco argument that an individuals' desire for increased participation mediates this relationship; (2) tested the validity of the commonly used "summated" scoring procedure for measuring decisional participation; and (3) investigated the utility of defining decisional participation in terms of frequency and extent of involvement. The study follows the direction set by Alutto and Belasco (1972), but extends their work by assessing the practicality of considering decisional participation as bidimensional, consisting of the frequency (rate) and extent (quality) of subordinate involvement. (Author/JD)

ED 271 468 SP 027 814

Burks, Mary Paxton
Requirements for Certification For Elementary Schools, Secondary Schools, Junior Colleges: Teachers, Counselors, Librarians, Administrators. Fifty-first Edition, 1986-87.
REPORT NO.- ISBN-0-226-08105-2
PUB DATE- 86
NOTE- 239p.; For 50th edition, see ED 264 175.
AVAILABLE FROM- The University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637 ($28.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTORS- Administrators; *Certification; Counselor Certification; *Degree Requirements; Elementary Secondary Education; Librarians; Preservice Teacher Education; *School Personnel; *State Standards; Teacher Certification

This publication presents an update of the pertinent information on certification requirements for teachers in each of the states and the District of Columbia. This information is intended for use by teachers, administrators, librarians, counselors, and other school personnel. It is suggested that students wishing more detailed information on their particular field, or on any subject not available in this digest, write to the State Department of Education in the capital city of the desired state. Addresses for State Departments of Education are appended. (JD)

ED 271 524   UD 024 973

Turner, Caroline

Demographic Shifts and Their Implications for Education: The Hispanic Population in California. Policy Paper 84-6.

Policy Analysis for California Education, Stanford.

SPONS. AGENCY- California Univ., Berkeley. Dept. of Education.; Stanford Univ., Calif. School of Education.

PUB DATE- Jul 84

NOTE- 52p.; Table VII may not reproduce well due to poor print.

AVAILABLE FROM- Policy Analysis for California Education (PACE), 3659 Tolman Hall, Dept. of Education, Berkeley, CA 94720 ($3.00; 10% discount on 10 or more).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Bilingual Teachers; Employment Patterns; *Hispanic Americans; Mexican American Education; Minority Group Teachers; *Population Trends; School Demography; School Segregation; Urban Population

IDENTIFIERS- *California

While the task of defining and counting the Hispanic population is very complex and existing data is inconsistent, several trends emerge with implications for public education policy. Between 1970 and 1980, California's Hispanic population increased by 50% to 4.5 million, 19.2% of the state population, and is expected to increase to between 24.4% and 28.1% of the State population by the year 2000. Most (91.6%) live in urban areas; nearly half in Los Angeles County. Hispanics are disproportionately concentrated in low-income, low-status jobs in farm, service and blue-collar occupations with a median income 76% of that of non-Hispanics. Their median age is about 8 years younger than non-Hispanics and

over 59% of Hispanic adults are high school graduates; the droupout rate is estimated between 35 and 40 per cent; and 72% of all Hispanic students are considered "underachievers." Less than 20% of Hispanics attend college and only 5.7% have had any post-graduate education. Hispanics are greatly under-represented in the teacher population; there is a critical shortage of bilingual teachers; and segregation of Hispanic students has noticeably increased. (MCK)

ED 271 451 SP 027 778

Drolet, Judy C.; Fetro, Joyce V.
Perceived Fears of Selected University Students.
PUB DATE- 11 Apr 86
NOTE- 20p.; Paper presented at the American Alliance for Health, Physical Education, Recreation and Dance Conference (Cincinnati, OH, April 9-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Coping; *Emotional Response; *Fear; Health Education; Higher Education; Sex Differences

This study identified events which produce a fear response in college students. A Fears Inventory comprised of 35 events or experiences which people fear or find unpleasant was administered to 197 students in a large midwestern university. Items were grouped into six categories: natural disasters, violence, emotional/social, school, health, and miscellaneous. Differences were found between males and females in the emotional/social, violence, school, and miscellaneous categories as well as total fear scores. Significant differences were found in specific fear categories and total fear score for age and year in school; a decrease in scores was noted in older students. Strong positive correlations were found between total fear scores and the emotional/social fears and miscellaneous fears categories. Data suggest key events which elicit fear responses that should be addressed in school and community health education programs. (Author/JD)

ED 271 497 TM 860 406

Mandeville, Garrett K.; Anderson, Lorin W.

A Study of the Stability of School Effectiveness Measures across Grades and Subject Areas.

PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Achievement Rating; Achievement Tests; *Age Differences; Elementary Education; *Elementary School Mathematics; Elementary Schools; *Evaluation Criteria; Evaluation Methods; *Reading Achievement; Regression (Statistics); Research Methodology; *Research Problems; *School Effectiveness; Scores; Socioeconomic Influences; State Programs; Testing Programs; Test Reliability
IDENTIFIERS- Cognitive Skills Assessment Battery; Comprehensive Tests of Basic Skills; *Effective Schools Research; South Carolina Basic Skills Assessment Program

School effectiveness indices (SEIs), based on regressing test performance onto earlier test performance and a socioeconomic status measure, were obtained for eight subject-grade combinations from 485 South Carolina elementary schools. The analysis involved school means based on longitudinally matched student data. Reading and mathematics achievement data were gathered from the South Carolina Basic Skills Assessment Program tests, the Comprehensive Tests of Basic Skills, and the Cognitive Skills Assessment Battery. Grades one through four were included. The resulting SEIs were found to be somewhat unstable across subject areas and very unstable across grades. Grade-to-grade correlations of the SEIs measuring mathematics performance, although small, were largely significant whereas those measuring reading performance were generally nonsignificant. This suggested that school effects may be more readily discernible in some subject areas than in others. Implications were drawn for effective schools research and for school incentive award systems based on student test performance. (Author/GDC)

ED 271 373 SO 017 312

Wright, Ellen Hayes, Comp.; Harrell, Patricia S., Comp.
Teaching about Developing Nations: The Role of Food and Hunger.
International Service Association for Health, Inc., Atlanta, GA.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 85
NOTE- 152p.
AVAILABLE FROM- Development Education Project, The International Service Association for Health, Inc., P.O. Box 15086, Atlanta, GA 30333 (1-9 copies, $6.00 each, over 9, $5.00 each).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Instruction; *Cross Cultural Studies; Cultural Education; Culture; Curriculum Guides; *Developing Nations; Hunger; Learning Activities; Learning Modules; Lesson Plans; Poverty; Social Studies; Units of Study; World Problems
IDENTIFIERS- Haiti; *Third World Studies Project

This 7-unit curriculum guide presents a factual basis for understanding the global implications of hunger and poverty in developing countries and their effects on political stability and peace, economic and development productivity, and the well-being of families. The philosophy, rationale and objectives of the International Service Association for Health, Inc. are given, followed by a description of development education. The topics of the units are: "Personal Nutrition"; "Facts about Hunger"; "Haiti: A Developing Nation"; "Water, Water Everywhere"; "Follow-Up"; "Resources"; and "Evaluator." Each unit contains a combination of the following elements: readings, pre-test, activities, charts, simulation games, maps, graphs, puzzles, discussion guides, research activities, resource lists, audio-visual guides, post-test, student ratings, and teacher evaluations. (TRS)

ED 271 388 SO 017 444

Yano, Masakazu
Personal Income Distribution and Its Influence on Education in Japan.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 71p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Factors; *Educational Mobility; *Educational Opportunities; *Educational Status Comparison; *Family Financial Resources; Foreign Countries; Housing; *Income; Social Indicators; *Socioeconomic Influences; Socioeconomic Status; Tuition
IDENTIFIERS- *Japan; United States Study of Education in Japan

The purpose of this paper is to clarify the characteristics and current issues of the Japanese educational system by examining the relationship between income distribution and education. This relationship is not simply a one-way effect of education on income distribution, but an interaction between the two. Thus, we must consider the reverse effect of income level and equality on educational demand. This paper examines survey data from studies on education's effect on income distribution. The major focus is placed on an economic analysis of educational systems in Japan rather than an analysis of factors determining income distribution. The structure is as follows: the first section gives a brief description of recent trends in the distribution of income by time series data. The second section discusses possible factors determining these trends and points out the characteristics of income distribution within the framework of human capital theory. The third section is a discussion of measuring the internal rate of return to education and an economic analysis of educational demand. An attempt was made to clarify the economic structure underlying Japan's high level of education. These results were used to point out the need for a more serious consideration of the influence of the income factor on the educational system in addition to examining education's effect on income. The fourth section considers the income redistribution effects of educational finance systems and proposes criteria for sharing the cost of education and the subsidizing of private universities. The final section consists of a summary and conclusions. The role of educational planning in addressing the current debate on educational reform in Japan is discussed. Numerous tables are provided. (BZ)

ED 271 419 SP 027 534

Gollnick, Donna M.; Chinn, Philip C.

Multicultural Education in a Pluralistic Society. Second Edition.
REPORT NO.- ISBN-0-675-20582-4
PUB DATE- 86
NOTE- 291p.
AVAILABLE FROM- Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, OH 43216 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Cultural Pluralism; Elementary Secondary Education; Ethnicity; *Multicultural Education; Religion; Sex Bias; *Social Attitudes; Socioeconomic Status; *Stereotypes

This book provides an overview of the different microcultures to which students belong. The first chapter examines the pervasive influence of culture and the importance of understanding personal cultural background and experiences as well as those of the students. The following seven chapters examine the microcultures of socioeconomic status, ethnicity, religion, language, sex and gender, exceptionality, and age. The final chapter describes how the educator can portray and use this pluralism in the implementation of multicultural education. (JD)

ED 271 435 SP 027 740

Moore, Jerry R.; And Others

Clinical Instructors: An Expanded Role for Teachers in Teacher Education.

PUB DATE- Feb 86

NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Preservice Teacher Education; Program Development; Public Education; *Student Teaching; *Supervisory Training

IDENTIFIERS- *University of Virginia

The Curry School of Education at the University of Virginia conducted a pilot project to establish and investigate the effectiveness of a Clinical Instructor Program. This program had the major goals of (1) improving the way clinical instructors (formerly cooperating teachers) were selected, trained, and rewarded, and (2) enhancing collaboration between participating public school divisions and the school of education. The program's application process requires information on professional preparation and experience, reasons for wanting to be a clinical instructor, supervisory experience, descriptions of effective instructional units or materials, evaluation by the building principal, and evaluation by the central office. Once chosen, clinical teachers participate in both a summer training program on clinical supervision and in four inservice training sessions during the school year, and work with the student teacher assigned by the Office of Education. Clinical instructors are rewarded with university faculty privileges and are paid stipends for the training progam ($200) and supervision ($500). (CB)

ED 271 469 SP 027 815

Smyser, Sheryl; And Others
Adaptive Physical Education: Instructional Module for Physical Education Majors.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 86
NOTE- 51p.; Prepared through an AACTE Grant for Small Colleges and Teacher Preparation for Education of the Handicapped.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adapted Physical Education; Educational Legislation; Elementary Secondary Education; Emotional Disturbances; Higher Education; Individualized Education Programs; Learning Disabilities; *Mainstreaming; Physical Disabilities; Physical Education Teachers; *Student Evaluation; Student Needs

This module is designed to familiarize the student training to be a regular physical education teacher with the needs of mainstreamed handicapped students they are likely to encounter in a regular classroom situation and with how to meet these needs through modifying the regular physical education class. Topics covered are: (1) legal provisions of public law 94-142 and Section 504; (2) types of handicaps most likely to be mainstreamed (background, limitations); (3) teaching the special child in the physical education class (assessment, evaluation, modifying lesson plans); and (4) selected activities in specific areas (fundamental movement approach, activity approach). Sample forms for student evaluation and for devising an individualized education program are included as well as a two-page bibliography. (JD)

ED 271 484 TM 860 321

Jones, Calvin; And Others
High School and Beyond: 1980 Sophomore Cohort. Second Follow-Up (1984). Data File User's Manual. Contractor Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- OERI-CS-85-219
PUB DATE- Apr 86
NOTE- 926p.; For senior cohort, second follow-up (1984), see TM 860 322; for sophomore cohort, first follow-up (1982), see ED 243 959. Code book contains small print.
CONTRACT- OE-300-82-0273
LANGUAGE- English
EDRS Price - MF06/PC38 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cohort Analysis; *Data Analysis; *Databases; Data Collection; Data Interpretation; Educational Research; *Followup Studies; Grade 10; High School Graduates; High Schools; *High School Students; Item Analysis; National Surveys; Postsecondary Education; Questionnaires; Research Design; Sampling; *School Surveys; *Statistical Data; Student Characteristics
IDENTIFIERS- *High School and Beyond (NCES)

This manual is intended to familiarize data users with the procedures followed for data collection and processing of the High School and Beyond (HS&B) base year (1980) through second follow-up surveys (1984) and to provide the extensive documentation necessary for using the sophomore cohort data files. In addition, information is provided on the origin of the surveys, the various instruments, methodology, sampling, and data collection procedures. The manual also contains the code book for the sophomore data, with information about the responses for each item on the six questionnaires administered. Appendix A contains the following survey instruments: (1) Base Year Sophomore Identification Pages; (2) Base Year Sophomore Questionnaire; First Follow-up in School Sophomore Questionnaire; (3) First Follow-Up Not-Currently-in-School Sophomore Questionnaire; (4) First Follow-Up Transfer Student Supplement; (5) First Follow-Up Early Graduate Supplement; and (6) Second Follow-Up Sophomore Questionnaire. Additional appendices contain critical questionnaire item numbers for the sophomore cohort; code numbers for occupations, postsecondary schools, vocational schools, military specialties, fields of study, created response categories for the transfer and early graduate supplements, certificates and diplomas, and crosswalk between previous codes and the new classification

codes; the 1980 sophomore file record layout; the coding scheme for estimated proportions; descriptions of other available data files; classification variables; and guidelines for using a Statistical Analyis System (SAS) procedure with HS&B data. (GDC)

Users Manual: Supplemental Survey of High School and Beyond.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 134p.
GRANT- NIE-G-83-0005
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Data Collection; *Educational Assessment; Educational Objectives; High Schools; National Surveys; *Questionnaires; Research Design; Sampling; *School Effectiveness; *School Personnel; *School Surveys; Surveys
IDENTIFIERS- *High School and Beyond (NCES); Response Rates (Questionnaires); Telephone Surveys

This document describes a supplemental survey of staff in approximately half of the original sample of 1,015 schools that participated in the base year survey of the High School and Beyond Survey (HSB). The survey was designed to obtain measures of school goals and processes that effective schools literature indicates are important in achieving objectives of effective education. A consortium of five centers funded by the National Institute of Education was formed to prepare the questionnaires and collect the needed data. Five types of questionnaires were prepared for five types of respondents: high school principal, teacher, vocational coordinator, head of guidance, and community service coordinator. Data collection for the supplemental survey occured in the spring of 1984 and was divided into two continually overlapping phases: (1) request for school rosters and subsequent sampling; and (2) questionnaire administration. An automated receipt control system was used to track Phase I and Phase II progress by school outcome within sample type and by respondent category within cooperating schools. Nine tables illustrate the data for the different stages of the survey. Appendix A includes instructions for the designated administrator form, and Appendix B includes samples of the five questionnaires. (JAZ)

ED 271 538 UD 024 997

Connelly, F. Michael; Clandinin, D. Jean

The Role of Teachers' Personal Practical Knowledge in Effecting Board Policy. Volume IV: Teachers' Personal Practical Knowledge and Race Relations.

Ontario Inst. for Studies in Education, Toronto.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 84
NOTE- 62p.; For the other volumes in this series, see UD 024 994-996.
GRANT- 410-80-0688-X1; NIE-G-81-0021
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; *Administrator Attitudes; *Curriculum Development; *Educational Administration; *Educational Change; Educational Policy; Elementary Education; Foreign Countries; *Policy; Race; Racial Relations; *School Policy; Teacher Responsibility; Urban Education
IDENTIFIERS- Toronto Board of Education ON

Teachers' utilization of personal practical knowledge in effecting school reform was analyzed in a three-year project in a Toronto inner city elementary school. The major unit of study was the school, investigated through the eyes of people responsible for school policy. The study focused on the school board's Race Relations Policy and Inner-city Language Development Policy, and is presented in four volumes. Participant obesrvers noted the activities of the principal, teachers, and one teacher in particular to determine the key factors affecting their practice in school and classroom. Then these practices were explained in terms of the staff's personal knowledge. This fourth volume, which contains three chapters, deals specifically with the Race Relations Policy as it is put into practice. Chapter 11 (following from chapter 10 in volume 3) examines the implementation of the policy from the perspective of personal practical knowledge. Chapter 12 shows how personal and cultural narratives are expressed and how they interact. Chapter 13 summarizes personal practical knowledge as practitioners' way of knowing their school and classroom, and as the determining influence on practice, especially as it concerns race and ethnic relations. (MCK)

ED 271 403 SO 017 459

Evans, Robert, Jr.
Vocational and Occupational Training of Non-College Bound Youth.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 73p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; High Schools; Job Skills; *Job Training; *Non College Bound Students; Postsecondary Education; *Vocational Education; Vocational Followup; Vocational High Schools; Vocational Maturity; Vocational Schools
IDENTIFIERS- *Japan; *United States; United States Study of Education in Japan

This analysis originally prepared for the Japan Study Meeting, held November 1985, compares high school graduates in the United States and Japan who will not attend college, and includes directions of vocational training in both countries. Vocational training in the United States involves five areas: secondary schools, post-secondary schools, proprietary schools, formal apprenticeships, and employee training programs. Course areas divide into types of institutions, race, and sex. Females are represented most in office and health occupations. Males are over-represented in agriculture, technical trades, and industrial occupation training programs. Transition to the full-time labor force is discussed. Information on Japanese youth cites fewer public vocational opportunities and similar sex ratios in curriculum choices, but finds the employees to be the main source of vocational education rather than post-secondary training institutions, and mentions greater use of employment services to secure post-school employment. The report finds there is not a close relationship between types of training received and the occupation in which an individual is engaged. The report concludes with 19 tables of data and four pages of references. (CC)

ED 271 452 SP 027 779

Teacher Performance Appraisal System Training: A Report of Outcomes.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Mar 86
NOTE- 26p.; For a related document, see SP 027 780.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; *Program Effectiveness; State Standards; Teacher Effectiveness; *Teacher Evaluation; Teaching Skills; *Training Methods
IDENTIFIERS- South Carolina; *Teacher Performance Appraisal Instrument

The State Department of Public Instruction of North Carolina has implemented a training program designed to increase the skills of principals, observer/evaluators, and others in the application of the Teacher Performance Appraisal Instrument (TPAI). This report focuses on the effectiveness of that training. In all, a total of almost 900 individuals from 140 schools have been trained. The TPAI requires the evaluator to make judgments about the quality of a teacher's performance on five functions of the teaching act: (1) managing instructional time; (2) managing student behavior; (3) instructional presentation; (4) monitoring instruction; and (5) providing instructional feedback. This report explains how the rating system is used for these functions, and describes the activities of the 27 training workshops. An analysis is presented of how each of the functions should be observed. A brief discussion is given on differing abilities of individuals in utilizing the TPAI, and on the relative success of the training sessions. Data gathered from the workshops on participant performances are presented. (JD)

ED 271 525 UD 024 974

Peterson, Paul E., Ed.
The New Urban Reality.
Brookings Institution, Washington, D.C.
REPORT NO.- ISBN-0-8157-7018-9
PUB DATE- 85
NOTE- 314p.
AVAILABLE FROM- The Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington, DC 20036 ($31.95 (hardcover) and $11.95 (paperback) plus $3.50 shipping).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Crime; *Economic Change; Economic Opportunities; Ghettos; *Inner City; Racial Segregation; Transportation; *Urban Demography; Urban Planning; *Urban Problems; Urban to Suburban Migration
IDENTIFIERS- Gentrification; Illinois (Chicago)

Nine essays, originally presented at an interdisciplinary conference sponsored by the University of Chicago, address problems of the changing inner cities of older, industrial metropolitan areas. An introduction reviews important theories of urban development, and the impact of changing technology and racial composition. Part one includes an essay on the increasing isolation of inner city minority groups, and the declining economic opportunities for unskilled, blue collar workers in the inner city. A second essay discusses the gentrification of some urban areas. Part two discusses patterns of racial transition in neighborhoods; the growing urban underclass of unemployable, minority poor; and patterns of ghettoization and suburbanization, then proposes alternative policy responses. Part three focuses on policy responses to the problems. The first essay discusses the link between transportation planning and central-city decline; the second, the apparent rise in crime rates along with the cities' and federal government's responses; the third, fiscal problems of Northeastern cities compared with those of Southwestern cities. The final essay surveys recent trends in large American cities, the role of political forces in their transformation, and possible remedies for cities and their increasingly poor, minority populations. (MCK)

ED 271 420 SP 027 553

Robertson, Blaine P.
Student Teacher Evaluation: Development of a Summative Evaluation Instrument for Use at the Secondary Level.
PUB DATE- 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; Higher Education; *Preservice Teacher Education; Secondary Education; *Student Teacher Evaluation; *Student Teachers; *Summative Evaluation; Teacher Certification; *Teacher Effectiveness; Teacher Qualifications
IDENTIFIERS- Utah State University

The summative evaluation of student teachers allows decision makers (college and school district supervisors, State Boards of Education) to make judgments about the student teacher's qualifications for teacher certification. In addition, district personnel officers use this type of evaluation in making decisions about hiring prospective teachers. The intent of this project was to develop a summative evaluation instrument to be used in evaluating student teachers at the secondary level at Utah State University. The instrument was based on skills and indicators of effective instruction and attributes of teachers as represented in the effective instruction and effective schools literature. Responses of 59 administrators, university supervisors, and teachers who normally have student teachers within their schools and classrooms identified the characteristics of an effective teacher. These characteristics were then used in developing the evaluation instrument. This paper discusses why the new instrument was needed, explores the instrument development literature, describes the construction of a data base of effective teaching research from which the new instrument was developed, and presents an assessment of the content validity and usability of the instrument. Appendixes include the completed summative evaluation forms, a summary of findings concerning effective teaching skills and indicators, a seven-page reference list on effective teaching skills and indicators, and the final Summative Student Teaching Evaluation Instrument. (JD)

ED 271 470 SP 027 823

Matthes, William A.
Colleges of Education: Cultures or Organizations.
PUB DATE- 28 Feb 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Deans; *Cultural Context; Higher Education; *Institutional Characteristics; Preservice Teacher Education; Role Perception; *Schools of Education; Teacher Attitudes; *Teacher Educators; Work Attitudes
This paper examines colleges of education from a cultural rather than the more formal organizational or structural perspective. Culture is defined as the pattern of basic assumptions that a group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration that have worked well enough to be considered valid, and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. A discussion is presented on the cultural elements shared in teacher education schools by the professoriate, the deans, and schools of education as institutions embedded in the general undergraduate course of the university or liberal arts college. Brief summaries are presented of current research findings on the attitudes, goals, and role expectations of teacher educators, deans of colleges of education, and schools of education as institutions. The basic cultural assumptions of each of these elements in the training of teachers are outlined. A three-page list of references concludes the document. (JD)

ED 271 498 TM 860 407

Clark, Mary Jo
Test Scores and the Graduate Admission of Older Students.
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *College Entrance Examinations; Comparative Analysis; *Grade Prediction; Graduate Students; *Graduate Study; Higher Education; Mathematics Skills; Middle Aged Adults; Predictive Measurement; *Predictive Validity; Questionnaires; *Scores; Surveys; Test Validity; Test Wiseness; Verbal Ability
IDENTIFIERS- *Graduate Record Examinations

This paper examined test scores and information about test takers collected from the Graduate Record Examination (GRE) national test administration files, GRE validity study data provided by institutional users, and survey questionnaires sent to test repeaters. Data were collected from 200,000 men and women who took the GRE General Test in June 1980-81 and from almost 900 persons who repeated the GRE General Test in June 1980. In both studies data were examined separately for four age groups of test takers--age 22 or less, 23-29, 30-39, and 40 or more--and two groups returning to graduate study after the bachelor's degree--those 9 to 15 years beyond the baccalaureate, and those 16 or more years beyond the undergraduate degree. Research concluded that early- and middle-aged adults taking the GRE General Test earn verbal ability scores similar to scores of younger applicants interested in the same fields of graduate study, while average quantitative scores are lower for test takers age 30 or older than for those age 20-22 in almost every field. Both scores predict first-year graduate school grades with approximately equal accuracy for all age groups. Among test repeaters, test preparation seemed more closely related to score changes than any other factor investigated. (PN)

ED 271 512 TM 860 423

Thorndike, Robert L.
After 80 Years of G is Testing Going to H?
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aptitude Tests; *Cognitive Measurement; Cognitive Processes; *Intelligence Tests; Learning Theories; Occupational Tests; Predictive Measurement; *Psychometrics; Regression (Statistics); *Test Theory
IDENTIFIERS- *General Factor (Intelligence); *Spearmans Two Factor Theory

The general ability factor (G), as enunciated by Charles Spearman in the model of cognitive functioning, has been the foundation of psychometric theory and test making practices for 80 years. Through these decades, some psychologists disagreed with this theory, especially Godfrey Thompson and E. L. Thorndike. Nevertheless, various aptitude tests were developed to yield a single score for representing an examinee's general level of cognitive functioning. By 1930 a reaction had set in both on the side of theory and of practice, and tests were developed for specific abilities such as clerical and mechanical skills. In the period between 1940-1980, the concept of general ability was not completely ignored, although it was not emphasized as much; the focus was on multidimensionality of test and specificity in test validity. G refuses to die, however, and has risen like a Phoenix from the ashes. By analyzing several data sets from popular tests, the conclusion can be drawn that the preponderance of the prediction that is possible from any set of tests is attributable to the general ability, and that empirical G lies at the heart of the prediction of real-life performances. (JAZ)

ED 271 374 SO 017 318

Martin, Oneida L.
Now That I Am Graduating: Some High School Students' Perceptions of Themselves and Schooling Experiences.
PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; High Schools; *High School Students; *Self Actualization; *Student Attitudes; *Student Educational Objectives; *Student Experience; *Student Motivation

Students are infrequently given an opportunity to share their views about themselves and schools. In an earlier study conducted by Fleischmann (1973), two-thirds of the 1,000 surveyed high school students said they did not enjoy school. Some other students focused on attitudes toward teachers. This study surveyed 54 graduating seniors who were enrolled in English and math college-bound classes to assess their attitudes about themselves and schooling experiences. The study findings revealed that most of the students felt they learned more at the high school level, because they were more mature and serious. They also felt more motivated by high school teachers (48%), primarily due to these teachers' willingness to help them (57%). Other findings reflected that 72% viewed postsecondary education important. The study findings do not attempt to generalize all high school students' perceptions about themselves and schooling experiences. Yet, several conclusions are suggested from the study. The students valued education and learning more as they began to realize their importance on their lives. Is this to say that students learn when they are ready, and when they view learning as important? (Author)

ED 271 389 SO 017 445

White, Merry I.

Psychocultural Environments for Children's Learning in Japan.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 85
NOTE- 72p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *Child Rearing; *Cultural Traits; Education; *Educational Environment; Elementary Secondary Education; *Family Environment; Family School Relationship; Foreign Countries; Higher Education; Learning Motivation; *Parent Child Relationship; Parent Student Relationship; Teacher Influence
IDENTIFIERS- *Japan; United States Study of Education in Japan

Japanese children's performance in school is a product of a social consensus favoring attention to children's learning, a set of cultural values focusing on the commitment of effort, and a psychological milieu in the family which encourages achievement in a safe and nurturant atmosphere. This paper treats especially this latter environment, that of the family, and analyzes through a review of the literature and the author's own field experiences, the role of the mother in child rearing. Further, school and juku are treated briefly as themselves psychocultural artifacts, and the similarities and differences between home and school are noted. Finally, some concerns about children's welfare and the future of Japanese school achievement, in the context of change and reform, are stated, as well as a caveat concerning existing diversity in family and learning environments. (Author)

ED 271 436 SP 027 741

Berg, Marlowe; And Others

Partners in Supervision: A Clinical Supervision Model Program, San Diego State University.

PUB DATE- 24 Feb 86

NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 22-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cooperating Teachers; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teaching; *Supervisory Training; *Teacher Supervision

IDENTIFIERS- *San Diego State University CA

San Diego State University has evaluated the effectiveness of their Clinical Supervision Model Program for cooperating teachers and student teachers. The goals of the program were to: (1) integrate a clinical training component within the School of Teacher Education; (2) develop a three-year training model for supervisors, student teachers, and master teachers to cooperatively define and implement clinical supervision practices; (3) develop a training sequence for clinical supervision; (4) train a cadre of clinical university supervisors with master teachers to implement clinical teaching and supervision when working wtih student teachers; and (5) train a cadre of content coaches to serve as bridges to coursework and practice in the classroom with emphasis on coaching and feedback skills within the context of reading/language arts, science, mathematics, social studies, and educational psychology (behavior management); and (6) develop and implement a collaborative sites. Student teachers who were or were not clinically supervised responded to a questionnaire regarding their perceptions of the components of supervision. In general, clinically supervised student teachers indicated that they has more positive, effective internships than did student teachers who were not clinically supervised. (CB)

ED 271 539 UD 025 005

DeWitt Clinton High School Project BISECT 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 46p.; For the two previous reports, see ED 245 046 and ED 266 232.
GRANT- G00-820-2848
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; Career Education; *English (Second Language); High Schools; Hispanic Americans; Limited English Speaking; *Native Language Instruction; School Holding Power; Staff Development
IDENTIFIERS- New York (Bronx)

Project Bilingual Spanish-to-English Career Training (BISECT), in its third and least year of funding, offered bilingual instruction, career awareness development, and supportive services to 301 Hispanic students of limited English proficiency at DeWitt Clinton High School. While all students spoke Spanish at home, their Spanish language ability and proficiency in English varied, as did their overall academic preparedness. The ultimate goal was to improve students' English language skills and to assist them in identifying career interest areas. The instructional approach was bilingual: social studies classes were taught by English-speaking teachers assisted by bilingual paraprofessionals. Supportive services included vocational guidance and academic counseling, home visits, career awareness activities, visits to educational and cultural sites, and a program newsletter. The following evaluation findings are presented for the 1984-85 academic year: (1) English as a second language objective was achieved; (2) objective was met for English reading ability; (3) objective was met for mathematics, social studies, and science; (4) objective was met for assessment of vocational interests and aptitudes and for achievement in career or vocational classes; and (5) attendance objective was met. (MW)

ED 271 453 SP 027 780

Teacher Performance Appraisal System. The Standards and Processes for Use.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 86
NOTE- 45p.; For a related document, see SP 027 779.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Methods; Measurement Techniques; Professional Development; *State Standards; *Teacher Behavior; *Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- South Carolina; *Teacher Performance Appraisal Instrument

Teaching practices that have been correlated by research with positive student achievement are grouped under five major teaching functions in the Teacher Performance Appraisal Instrument (TPAI). These include: (1) management of instructional time; (2) management of student behavior; (3) instructional presentation; (4) instructional monitoring of student performance; and (5) instructional feedback. The last three functions identified by the TPAI are components of the role of a teacher: (1) facilitating instruction; (2) communicating within the educational environment; and (3) performing non-instructional duties. This booklet outlines performance standards for effective teaching within the framework of these teaching functions and offers detailed guidelines for the evaluation process based on the TPAI. Guidelines are also offered for a professional development plan for inservice teachers. Forms used in the teacher performance appraisal system are appended. (JD)

ED 271 485 TM 860 322

Jones, Calvin; And Others
High School and Beyond 1980 Senior Cohort Second Follow-Up (1984). Data File User's Manual. Contractor Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- OERI-CS-85-216
PUB DATE- Apr 86
NOTE- 751p.; For sophomore cohort, second follow-up (1984), see TM 860 321; for senior cohort, first follow-up (1982), see ED 243 958. Code book contains small print.
CONTRACT- OE-300-82-0273
LANGUAGE- English
EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cohort Analysis; *Data Analysis; *Databases; Data Collection; Data Interpretation; Educational Research; *Followup Studies; High Schools; *High School Seniors; Item Analysis; National Surveys; Questionnaires; Research Design; Sampling; *School Surveys; *Statistical Data; Student Characteristics
IDENTIFIERS- *High School and Beyond (NCES)

This manual is intended to familiarize data users with the procedures followed for data collection and processing of the High School and Beyond (HS&B) base year (1980) through second follow-up surveys (1984) and to provide the extensive documentation necessary for using the senior cohort data files. In addition, information is provided on the origin of the surveys, the various instruments, methodology, sampling, and data collection procedures. The manual also contains the code book for the senior data, with information about the responses for items on the three questionnaires administered. Appendix A contains the following survey instruments: (1) Base Year Senior Identification Pages; (2) Base Year Senior Questionnaire; (3) First Follow-Up Senior Questionnaire; and (4) Second Follow-Up Senior Questionnaire. Additional appendices contain critical questionnaire items; code numbers for occupations, postsecondary schools, vocational schools, military specialties, fields of study, certificates and diplomas, and crosswalks between previous codes and the new classification codes; the 1980 senior file record layout; the coding scheme for estimated proportions; descriptions of other available data files; classification variables; and guidelines for using a Statistical Analysis System (SAS) procedure with HS&B data. (GDC)

ED 271 526 UD 024 976

Tapper, Donna M.
Collaborative Efforts of Business and the New York City Public High Schools.
Community Council of Greater New York, Inc., N.Y.
SPONS. AGENCY- New York City Human Resources Administration, N.Y.
PUB DATE- Jun 85
NOTE- 14p.
CONTRACT- HRA-H405630
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Career Awareness; *Career Education; Curriculum Development; Experiential Learning; *High Schools; *Internship Programs; Mentors; *School Business Relationship; Technical Assistance
IDENTIFIERS- *New York (New York)

This document describes collaborative efforts in New York City between public high schools and the business sector. Business involvement with the schools assumes many forms and operates on a number of different levels: (1) forming a special relationship with particular schools or departments, (2) being a resource to provide speakers for classes, (3) acting as role models or mentors for students, (4) providing a work setting for student internships and/or future employment, and (5) serving on advisory committees for occupational education. Examples of each type of relationship as well as some school-specific illustrations are discussed. Some general issues relating to school-business partnerships are raised. These include a mutual understanding of the objectives and how they will be achieved, realistic expectations of each partner, and supportive attitudes accompanied by institutional structures which will ensure continued commitment. Research studies are being conducted to learn more about these joint efforts between schools and businesses. Specific areas of focus include effectiveness of joint efforts in reducing school dropout rates and improving the success of disadvantaged youth in the labor market; the characteristics of successful programs and factors which influence employer participation; and how these relationships might be improved. (ETS)

ED 271 375 SO 017 324

Scherr, Mary A.

Women As Outsiders within Organizations.

PUB DATE- 20 Apr 86
NOTE- 18p.; Paper presented to the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Feminism; Learning Theories; Life Style; Moral Issues; Moral Values; *Organizational Development; Organizational Theories; *Sex Differences; Sex Discrimination; *Sex Fairness; Sex Role; Sex Stereotypes; Sexual Identity; Womens Education; Womens Studies
IDENTIFIERS- Femininity; Masculinity; Masculinity Femininity Variable

This paper summarizes recent research on the way women define themselves, the way they reason about moral dilemmas, the way they learn, and how they view success and maturity. Two related questions are then addressed: (1) Are the characteristics of women compatible with the dominant mode of operating in organizations or institutions? and (2) How much of the nature of organizations is bound up with masculinity? The answer leads to another question: How can women survive and succeed in masculine organizations and still value and nurture their own differences? Since the operational mode in organizations is clearly masculine, the popular literature advises women to think, talk, and dress like men in order to succeed. Several suggestions are offered to women who wish to nurture their own way of seeing and reasoning and their own sense of connectedness. It is suggested that if women speak out and share their perceptions they can help humanize the organizations that many men as well as women find alienating. A 16-item bibliography is included. (Author/TRS)

ED 271 404 SO 017 460

Horvath, Patricia J.

Career Counseling for Non-College Bound High School Seniors in Japan.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 132p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-459.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; *Counselor Role; Counselors; *Education Work Relationship; Foreign Countries; Grade 11; High Schools; High School Seniors; *Noncollege Bound Students; Postsecondary Education; School Business Relationship; Secondary Education
IDENTIFIERS- *Japan; United States Study of Education in Japan

Examining the transition from high school to the work place of third-year high school students in Japan who expected to assume jobs upon graduation, this study conducted interviews with placement counselors at four different schools: an urban public school with a general focus, an urban public high school with an industrial focus, and urban private high school with a general program, and a rural public high school with a general focus. The counselors discussed their relationship to the Public Employment Security Office (PESO) and their roles in conducting employment education, in surveying students concerning counseling needs, in organizing counseling room materials, in collecting and maintaining recruitment cards, in counseling students concerning employment choices, in finding available jobs for students, in practicing for interviews and entrance examinations, in maintaining contacts with prospective employers, and in finding second companies for students who failed on the first round of employment entrance examinations. Graduation and employment statistics for each of the schools were reviewed. Approximately 15 students from each of the 4 schools were interviewed about: finding jobs; counselor, teacher, and parent advice; company entrance examinations and their number; feelings about the new job; special skills required, salary, and fringe benefits; and outlook for their immediate and long-range future. Finally the study interviewed four former students about their jobs and inquired about the job's purpose, their progress on the job, special duties, and the appropriateness of the past curriculum for the present job. Sample company recruitment cards and a list of reference materials conclude the document. (JEH)

ED 271 421 SP 027 577

Cranney, Garr; And Others
Upgrading BYU Teacher Training in Secondary Education: An Aspect of Partnershipping.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Higher Education; *Preservice Teacher Education; Program Development; *Secondary Education; *Teaching Experience
IDENTIFIERS- Brigham Young University UT

A description is given of a cooperative program between the Brigham Young College of Education and nearby public high schools. In one instance, in 1978 a high school English teacher was invited to team teach a reading methods class with a faculty member in the College of Education. This endeavor was successful and the teacher continues to teach at the college. In the 1984-86 period, four

secondary education professors from the College each volunteered to teach one class in high schools in two partnership school districts. Represented were classes in history, science, math, and psychology for one or two semesters in three high schools. The observations of the professors are recounted. It has been concluded that university colleges of education can benefit from the use of secondary school teachers in their classrooms, and that teacher educators can be professionally renewed by occasionally teaching in secondary school settings. (JD)

ED 271 471 SP 027 825

Rutherford, William L.; Huling-Austin, Leslie
Changes in High Schools: What Is Happening--What Is Wanted.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- RDCTE-3184
PUB DATE- 84
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1984). Some tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Change Agents; *Change Strategies; *Educational Change; *Educational Improvement; *High Schools;

*School Organization; Secondary Education
A report is given on the second phase of a 3-year study on change in American high schools. Data are presented from 17 schools for two of the study questions: What types of changes are occurring and what are the key units of change? Information was collected through approximately 28 hours of interviews in each school with students, faculty, and administrators. Additionally, the kinds of changes being proposed in some of the major national and state commission reports were analyzed and compared with the changes underway in the study schools. The changes identified in the study were divided into three categories: schoolwide, subunits, and individual. The kinds of changes being made involved: (1) changes related to regularly scheduled curriculum or instruction; (2) changes in school-sponsored activities that are not a part of regularly scheduled curriculum; (3) changes directed at school personnel; (4) administrative changes; (5) changes in school facilities; and (6) changes in school relations with external groups. Data from findings in each of these areas are presented in tables. Findings indicate that major changes are not being made in the structure or organization of the schools, or in the processes of schooling. A majority of changes were directed specifically to improving student achievement. (JD)

ED 271 499 TM 860 408

Olejnik, Stephen F.; Algina, James

Tests of Variance Equality When Distributions Differ in Form, Scale and Location.

PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error of Measurement; Evaluation Methods; *Measurement Techniques; Nonparametric Statistics; *Research Design; Research Problems; Sample Size; *Sampling; Simulation; Statistical Analysis; Statistical Studies; *Testing
IDENTIFIERS- Power (Statistics); *Sampling Error; *Type I Errors; Variance (Statistical)

Sampling distributions for ten tests for comparing population variances in a two group design were generated for several combinations of equal and unequal sample sizes, population means, and group variances when distributional forms differed. The ten procedures included: (1) O'Brien's (OB); (2) O'Brien's with adjusted degrees of freedom; (3) Brown-Forsythe (BF); (4) Welch-James test on O'Brien's r transform (WJOB); (5) unaligned Klotz; (6) median-aligned Klotz; (7) mean-aligned Klotz; (8) unaligned Siegel-Tukey; (9) median-aligned Siegel-Tukey; and (10) mean-aligned Siegel-Tukey. Type 1 error rates and power estimates were compared using simulated data. The present results in conjuction with previous research indicates that no one procedure for comparing variances is uniformly the best strategy. With equal-sized samples a strategy that will yield appropriate Type 1 errors and reasonably powerful tests is to use OB unless there is evidence of heavy tails. In that case BF can be used to increase power while retaining appropriate Type 1 error rates. With unequal sample sizes and when the evidence suggests a direct relationship between the sample sizes and population variances the strategy might be modified to use WJCB in place of OB. (PN)

ED 271 513 TM 860 429

Tracey, Terence J.; Sedlacek, William E.

Prediction of College Graduation Using Noncognitive Variables by Race.

Maryland Univ., College Park. Counseling Center.
REPORT NO.- RR-2-86
PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Black Students; Community Involvement; Discriminant Analysis; Helping Relationship; Higher Education; Leadership; *Predictive Validity; *Predictor Variables; *Questionnaires; Racial Bias; *Racial Differences; Self Concept; Social Support Groups; White Students; *Withdrawal (Education)
IDENTIFIERS- *Non Cognitive Questionnaire; Scholastic Aptitude Test

Random samples of 1979 and 1980 entering freshmen were given the Non-Cognitive Questionnaire (NCQ), which was designed to assess noncognitive dimensions predicting minority student academic success. The validity of the NCQ in predicting graduation after five and six years was determined. The graduation rate was found to differ significantly for black and white students, with black students showing lower graduation rates. A trend was found with respect to black students taking slightly longer to graduate than whites. The relationship of each of the NCQ dimensions and the traditional predictors of SAT scores to graduation was examined separately for each year x race sample using step-wise discriminant analyses. SAT scores were not found to be related to graduation in any of the samples. The NCQ dimensions were found to be fairly predictive for both races, but especially for the black samples. The dimensions of academic self-confidence and community service were found predictive of graduation for both black and white students. In addition, expectations of difficulty due to racism, support for academic plans, perseverance, and academic motivation were found to be predictive of eventual graduation for black students. (Author)

ED 271 390 SO 017 446

Kojima, Hideo

The Influence of Western Philosophy and Theories of Psychology and Education on Contemporary Educational Theory and Practice in Japan. Final Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 85
NOTE- 131p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
CONTRACT- NIE-P-85-3029
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Area Studies; Comparative Education; *Cross Cultural Studies; Cultural Context; Cultural Influences; Cultural Interrelationships; *Educational Anthropology; Educational Theories; Foreign Countries; *Philosophy; *Psychology
IDENTIFIERS- Bandura (Albert); Bruner (Jerome S); Dewey (John); *Japan; *Piaget (Jean); Skinner (B F); United States Study of Education in Japan

The successful educational and industrial systems in Japan are related to the social and historical condition of the country. A society that receives ideas and technology of education from other societies must go through the process of adoption, assimilation, and self-transformation. Students of society do not fully recognize the strengths and weaknesses of their own system of education. Therefore, it is a very fruitful endeavor to exchange ideas and views on educational processes and their outcomes, with full recognition of one's total social system before one embarks on the reformation of the present system. This paper includes: "Theories of Children and Their Nature," "The Goals of Child-rearing and Education," "Theory of Process and Method of Child-rearing and Education," "John Dewey's Pragmatism and Theory of Cognitive Development," "Piaget's Theory of Cognitive Development," "Jerome Bruner's Cognitive Psychology," "Skinner's Instrumentalism and Other Stimulus-response Theories," "Bandura's Cognitive Social Learning Theory," "European and Soviet Pedagogy and Psychology," "Japanese View of the Developmental Process and Learning," "Japanese Methods of Teaching and Learning," and "Problems in Japanese Education." (Author/BZ)

ED 271 437 SP 027 742

Fowler, Floyd J., Jr.; Mangione, Thomas W.

Reducing Interviewer Effects on Health Survey Data. Executive Summary.

National Center for Health Services Research and Health Care Technology (DHHS/PHS), Rockville, MD.

SPONS. AGENCY- National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.
PUB DATE- Feb 86
NOTE- 22p.
GRANT- 3-R18-HS04189
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Collection; Health Services; Information Seeking; Inquiry; Interrater Reliability; *Interviews; *Job Training; Questioning Techniques; *Training Methods

This large-scale field experiment examined the potential of various training and supervision programs to affect the performance of health survey interviewers and the quality of data they collect. It was found that interviewers who received less than one day of basic training generally displayed inadequate interviewing skills. A program of tape recording as part of the supervision of household interviewers was associated with more precise and less biased data if interviewers were more than minimally trained. Training and supervision were found not to be compensatory but, rather, to interact so that if either was inadequate the data were adversely affected. The results also point to the value of designing questions to minimize the need for probing, a significant source of interviewer effects, and the value of procedures to communicate the importance of accuracy to respondents. Overall, attention to a variety of aspects of interviewer management--their training and supervision, the design of questions, the procedures they are to use, and the size of their assignments--are cost-effective ways to improve the quality of survey-based estimates. (Author)

ED 271 540 UD 025 006

Project COPE 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86

NOTE- 41p.; For the 1983-84 report, see ED 270 513.
GRANT- G00-830-2147
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Bilingual Education Programs; *English (Second Language); Haitians; High Schools; Hispanic Americans; Italian Americans; Limited English Speaking; *Native Language Instruction; Secondary Education; Staff Development
IDENTIFIERS- New York (Bronx)

Project COPE, in its second year of funding, offered basic skills instruction, career development, and pre-occupational training to 343 students of limited English proficiency in grades 9 through 12 at three sites in New York City. The students varied in native language skills, proficiency in English, and overall academic preparedness. The project's main goal was to provide supportive services to limited English proficient students who were also limited in their ability to read and write in their native languages. The evaluation findings for the 1984-85 academic year include the results of student performance on standardized and teacher-made tests, an examination of program materials and records, site visits, and interviews with program personnel. Objectives were met in English language development and student attendance. Data on native language development arts were not provided and the objective could not be assessed. Staff turnover and conflicts with other duties, and lack of adequate space at one site, negatively affected the program's success. The objective for mathematics, science, and social studies was achieved only in the spring at one project site. (MW)

Brown, Laurene Krasny
Taking Advantage of Media. A Manual for Parents and Teachers.
REPORT NO.- ISBN-0-7102-0402-7
PUB DATE- 86
NOTE- 160p.
AVAILABLE FROM- Routledge & Kegan Paul Inc., 29 West 35th St., New York, NY 10001 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Adolescents; *Child Development; Children; Childrens Literature; *Media Selection; Microcomputers; Story Telling; Television

The intent of this book is to help a parent or teacher make informed decisions about which medium (book, television, computer game, film) to select, how to present these materials to children, and how to evaluate the effectiveness of the medium. This book equips the reader to answer three basic questions: (1) What is distinctive about story telling in each medium? (2) What are children of different ages likely to learn, enjoy or misunderstand in each case? and, (3) How can one help children to get more out of these different story experiences? Practical exercises at the ends of each chapter are provided. (JD)

ED 271 422 SP 027 607

Evertson, Carolyn M.; And Others
Effective Classroom Management and Instruction: An Exploration of Models. Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 436p.; For an executive summary of this report, see SP 027 608.
GRANT- NIE-G-83-0063
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Elementary Secondary Education; Research Methodology; *Staff Development; Teacher Behavior; *Teacher Effectiveness; *Teaching Models; Teaching Styles; *Training Methods

This final report presents a set of linked investigations of the effects of training teachers in effective classroom management practices in a series of school-based workshops. A previous study led to the development of descriptive models of effective management and instruction. These "models-in-use" provided interpretations of how what teachers do functions within the classroom context, and what occurs as a result in terms of instructional progression and the construction of social and academic structures. Sixteen teachers participated in the validation study and were randomly assigned to either experimental or control groups. Data were generated through a variety of classroom observation measures. A detailed description is provided of the series of planned comparisons organized in five separate, but tied, investigations. These investigations (1) substantiated and identified the effects of training workshops on teachers' classroom management practices; (2) examined relationships between classroom management and student achievement variables; (3) produced descriptive "models-in-use" of classroom management; (4) generated comparative data on differences between effective and less-effective teachers; and (5) made comparisons between the classroom management training model and the models-in-use demonstrated by both trained and untrained teachers. Appendices contain the instructor manual and the manual for the classroom mangement observation and conference model. (JD)

ED 271 486 TM 860 383

Gilbert, Laurence C.

Inducement of Metacognitive Learning Strategies: Task Knowledge, Instructions, and Training.

PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aptitude; Advance Organizers; Aptitude Treatment Interaction; Cognitive Processes; Cognitive Style; Higher Education; Learning Processes; *Learning Strategies; *Map Skills; *Metacognition; Performance Factors; *Recall (Psychology); Self Evaluation (Individuals); *Training Methods
IDENTIFIERS- Scholastic Aptitude Test

Fifty-four high aptitude undergraduates and 46 moderate-to-low aptitude undergraduates were divided into four treatment groups and were given a pretest during which they learned and recalled a map of a small town in five successive trials. Two weeks later, each group was given a different treatment with a varying degree of explicitness of inducement to use a set of effective metacognitive learning strategies. Each learner completed questionnaires indicating their degree of use of each of 20 cognitive learning strategies. The results indicated that those learners who were given the most explicit instruction in successful metacognitive strategies performed nearly twice as well as the other three groups. Those metacognitive procedures involving the application of planning, monitoring, and evaluation behaviors were consistently preferred by successful learners. The use of these procedures was highly correlated with successful recall performance. The training treatment was equally successful for learners from two widely disparate college-age populations (differing by Scholastic Aptitude Test Scores). The results indicated that successful map learning depended on the application of metacognitive strategies. It was concluded that less successful learners could be trained to use these successful strategies, thus overcoming initial limitations. (Author/GDC)

ED 271 527 UD 024 977

Money Income of Households, Families, and Persons in the United States: 1984.

Bureau of the Census (DOC), Suitland, Md. Population Div.

PUB DATE- Apr 86
NOTE- 207p.; Document contains small print throughout.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Blacks; *Census Figures; Employment Statistics; *Family (Sociological Unit); *Family Income; Family Size; Females; Geographic Location; Hispanic Americans; *Income; Males; Whites

This statistical compilation looks at personal income at three levels: household, family, and individual. Within each of these categories, income figures for 1984 and 1983 are related to selected characteristics such as type of residence, geographic region, race, educational level, age, size of household or family, and number of wage earners in the family. Distribution of income is shown according to racial group and in total from 1967 to 1984. Real median household income rose 2.3% to $22,420, representing a gain for white and black households, but no significant change for Spanish-origin households. Real median family income rose for the second consecutive year. Increased employment and higher real earning levels contributed to the 2.8% increase. The increases were experienced by both white and Spanish-origin families, leaving the median for black families unchanged. The number of men and women with earnings rose substantially--an increase of 1.5 million over 1983 for men and an increase of over 2.1 million for females. The proportion of people working year-round, full-time increased for men while it remained the same for women. The median earnings for year-round, full time workers rose about 2%, placing median earnings at $23,220 for men and $14,780 for women. (ETS)

ED 271 376 SO 017 325

Upitis, Rena

Teaching Standard Rhythm Notation through Children's Spontaneous Notations: An Example of Reflection-in-Action.

PUB DATE- Apr 86

NOTE- 13p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Aesthetic Education; *Educational Research; Educational Testing; *Epistemology; Field Studies; Foreign Countries; Music Activities; Music Appreciation; *Music Education; Music Teachers; Primary Education; Program Effectiveness; Teacher Effectiveness

IDENTIFIERS- Canada; *Rhythm

The paper draws on reflective classroom work to propose strategies for teaching standard rhythm notation. The results of the study indicate how young children can make sense of rhythm notation beginning with the knowledge of rhythm that they bring to the learning situation, including motor and symbolic knowledge. In addition, this study of 60 Canadian third-graders shows how classroom teachers, even those with extensive musical and teaching experience, are able to develop new techniques based on reflective classroom practices. (TRS)

ED 271 405 SP 026 805

Ducharme, E. R.
The American High School: Sailing to Byzantium.
PUB DATE- 6 Aug 85
NOTE- 28p.; Paper presented at the Annual Conference on the High School (2nd, Stowe, VT, August 6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Educationally Disadvantaged; *High Schools; Honors Curriculum; Secondary Education; *Secondary School Teachers; *Teacher Characteristics; *Teacher Improvement

This paper deals with four issues: (1) the aging of the faculties of high schools in the northeastern United States; (2) frequently observed characteristics of teaching seen during site visits to secondary schools for the Department of Education's Secondary School Recognition Program; (3) elitism in high schools; and (4) observations on the status of general students in high schools. Conclusions are that schools must face the matter of aging faculties and find effective ways of nurturing them. Creative study of significant writers and thinkers rather than ineffective staff development activities may be beneficial to these faculty members. High schools must address the issues latent in the overt elitism that accompanies many honors programs, and the place and education of general students must be enhanced. (CB)

ED 271 438 SP 027 745

Teacher Education Policy in the States: 50-State Survey of Legislative and Administrative Actions. June 1986 Edition.

American Association of Colleges for Teacher Education, Washington, D.C.

PUB DATE- Jun 86
NOTE- 111p.; For results of 1984 survey, see ED 257 833.
AVAILABLE FROM- American Association of Colleges for Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Research; Equal Education; Faculty Development; Higher Education; Incentives; *Inservice Teacher Education; *Preservice Teacher Education; State Programs; *State Standards; *Teacher Certification; Teacher Education Curriculum; Testing
IDENTIFIERS- Alternative Certification

Results of a survey of the 50 states regarding initiatives taken in nine policy/issue areas to teacher education are presented. The nine areas were: (1) standards; (2) incentives; (3) irregular certification routes; (4) program curricula; (5) capacity building for schools, colleges, and departments of education; (6) research, data, and evaluation; (7) faculty development for teacher educators; (8) resources for practictioner inservice; and (9) evidence of maintenance of equity. Charts present information on state required entry, exit, and certification examinations and on state mandated testing and/or assessment requirements for classroom teachers. (CB)

ED 271 455 SP 027 784

Metz, Mary Haywood
Different by Design. The Context and Character of Three Magnet Schools.
REPORT NO.- ISBN-0-7102-0071-4
PUB DATE- 86
NOTE- 267p.
AVAILABLE FROM- Routledge & Kegan Paul Inc., 29 West 35th Street, New York, NY 10001 ($20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Educational Environment; *Educational Innovation; *Institutional Characteristics; *Magnet Schools; *Nontraditional Education; Political Influences; *School Attitudes; School Community Relationship; Teacher Student Relationship; Voluntary Desegregation

America's urban schools have come under pressure for their racial segregation and for a rigid traditionalism which alienates many students. Magnet schools have been established in several cities to attack both of these problems with attractive innovative educational programs which are intended to draw students of different races as volunteers. This book explores the lives of three magnet schools in a large American city. Examples of how these schools were affected by community political struggles are discussed. The sources of each school's internal life are analyzed; each developed a distinctive character, though often one only loosely related to the formal design for education which it advertised to volunteering parents. The book traces the development of relationships between teachers and students, among staff, and among students of different races. As it analyzes the sources of these special magnet schools' character and their potentialities and limitations as tools to uproot entrenched patterns of educational practice, this book reveals the influences which shape students' experiences in all American schools. (JD)

ED 271 472 SP 027 826

Emmer, Edmund T.
A Review of Research on Learning to Teach.
Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- RDCTE-6017
PUB DATE- Aug 85
NOTE- 36p.
CONTRACT- OB-NIE-G-83-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Research; Skill Development; *Teacher Behavior; *Teacher Education; *Teaching Methods; *Teaching Skills

This paper summarizes research-based knowledge about how teachers learn to teach. Rather than presenting a study-by-study review of the literature, major themes are delineated that are present in the body of research about teaching, and a limited number of studies are reviewed. Two broad lines of inquiry on the process of learning to teach are evident in the research. One point of view considers mainly how teachers adapt to and acquire the teaching role. Earlier research in this vein tended to regard the new teacher as shaped by a system and reactive to it. More recent research, while not denying the potency of socialization forces, has emphasized the individual nature of teacher development and the ability of individuals to affect their own destiny. A second point of view is that of teacher education as a process of skill acquisition. This type of research examines conditions that facilitate the learning of particular teaching behaviors or knowledge about teaching. The accumulated findings from this research provide a basis for designing training programs to achieve short-term behavior changes. (JD)

ED 271 500 TM 860 409

Manning, Maryann; And Others

Standardized Reading Scores as Predictors of Low Income Black Students' Ability to Read Text.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Black Students; Cloze Procedure; Elementary Education; Low Income Groups; *Predictive Measurement; Readability Formulas; *Reading Ability; Reading Comprehension; *Reading Tests; *Scores; Social Studies; *Standardized Tests; *Textbook Content
IDENTIFIERS- *Dale Chall Readability Formula; Pearson Product Moment Correlation; *Stanford Achievement Tests

The reading achievement test scores of 239 low-income, southern, urban black students in grades three through eight were compared with their ability to comprehend the social studies books used in their classrooms. Achievement scores were obtained from the reading subtests of the Stanford Achievement Tests. A cloze passage was developed based on the social studies textbook for each grade level. The Dale-Chall Readability Formula was used to determine the readability at the designated grade level. Descriptive statistics including frequencies, means, medians, modes, and standard deviations were computed. Pearson product-moment correlations were computed between the results of the Stanford and the cloze procedure scores. In spite of moderately high correlations such as those of other studies between the Stanford and the cloze results, only a small percentage (15 percent) of the students were actually able to demonstrate the ability to read the grade level text with success. These data dramatize researchers' concerns that recent emphasis on raising test scores is resulting in curriculum distortion in favor of low level skills and away from comprehension of content. Worthy of further study are questions as to whether the teaching of narrow reading skills is enough to develop readers who can comprehend content text. (PN)

ED 271 514 TM 860 432

Hildebrand, Myrene; Hoover, H. D.
A Comparative Study of the Reliability and Validity of the "Degrees of Reading Power" and the "Iowa Tests of Basic Skills."
PUB DATE- 17 Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Correlation; Grade 5; Grade 6; Intermediate Grades; *Minimum Competency Testing; Predictive Validity; Reading Comprehension; *Reading Tests; Scores; *Test Reliability; *Test Validity; Vocabulary Skills
IDENTIFIERS- *Degrees of Reading Power; *Iowa Tests of Basic Skills
This study compared the reliability and validity of two different measures of reading ability, the Degrees of Reading Power (DRP) and the Iowa Tests of Basic Skills (ITBS) Reading test and the ITBS Vocabulary test. The data consisted of scores of 377 grade 5 and grade 6 students on these tests, along with their assigned reading levels in the Macmillan reading series, and teacher-assigned grades from two grading periods. Intercorrelations, including disattenuated values, were the primary method of data analysis. The differences between the ITBS and DRP on the reliability and validity evidence presented were minor and appeared to be of limited practical significance. (Author)

ED 271 541 UD 025 007

John Jay High School Project TRIUNFE 1984-1985. OEA Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- 86
NOTE- 31p.; For the 1983-84 report, see ED 262 142.
GRANT- G00-830-2799
AVAILABLE FROM- Office of Educational Assessment, New York City Board of Education, 110 Livingston St., Brooklyn, NY 11201.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Asian Americans; *Bilingual Education Programs; *Computer Assisted Instruction; Haitians; High Schools; Hispanic Americans; Limited English Speaking; *Mainstreaming; *Native Language Instruction; School Holding Power
IDENTIFIERS- New York (Brooklyn)

Project TRIUNFE provides instruction in English as a second language, native language development, and bilingual instruction in mathematics, science and social studies to limited English proficient Hispanic, Asian, and Haitian students. The program is a transitional program whose major goal is to mainstream students in less than two years. Mainstreamed students maintain contact with project staff through tutoring and career advising. Evaluation findings for the second year of a three-year funding cycle are presented by program objectives. They include the results of student performance in courses and tests, reviews of program materials and records, interviews with relevant personnel, and classroom observations. Overall, program objectives were met for English as a second language, content-area instruction in mathematics, science, and social studies and native language arts instruction, and student attendance. The project did not provide data to assess the objective for student achievement in computer lab classes. (MW)

Burstein, Leigh; Hawkings, John
An Analysis of Cognitive, Non-Cognitive, and Behavioral Characteristics of Students in Japan.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 171p.; For other studies in this series on education in Japan, see SO 017 338 and SO 017 443-460.
CONTRACT- NIE-P-85-3036
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academic Aptitude; *Area Studies; *Cognitive Structures; Elementary Secondary Education; Foreign Countries; *Student Characteristics; Student Evaluation; *Student Motivation
IDENTIFIERS- *Japan; United States Study of Education in Japan

A review and conceptual analysis of the literature on the characteristics of students in Japan and of the factors influencing those characteristics was conducted. Information from both English and Japanese sources about cognitive, non-cognitive, and behavioral characteristics of students and factors influencing them was sought regarding students from both elementary and secondary levels and for special populations of dropout, gifted, learning disabled, and private education students. Beyond the literature analysis, a judgement was made concerning the quality and credibility of each citation source. Two major bibliographic sources were searched: ERIC and the Social Science Citation Index; popular accounts, best sellers, the press, major books, and comparative studies were also examined. Japan emerges from these studies as a multi-dimensional society with elements that are both unique and comparable to other modernized and industrialized nations. What does not emerge from these studies, however, is any clear indication or data to explain the inordinately high levels of achievement of Japanese students. Twenty-one pages of references and 13 tables complete the document. (BZ)

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